

Governor Impact Statement for Longwill School for Deaf Children

This document outlines the role of the Governing Body within the leadership of Longwill School. It is one way in which the Governing Body can articulate their role in the leadership of the school and the impact they have on school improvement. However, the processes and policy outlined below has been modified for 2019 – 2020 in the light of the impact of the global pandemic and those specific changes are explained at the end of this document. All concepts and processes below therefore continue but with modifications as a result of the peculiar circumstances of this academic year.

The Governors at Longwill School receive training for their roles in a number of ways. All governors receive initial training on governance when they first join the board, they also actively seek additional training for roles and responsibilities they take on, such as chairs of committees and finance and in addition are regularly updated on Safeguarding and other areas as they identify these on their governor skills audit. Each full governing body meeting begins with 30 minutes of training identified by the governors and covering aspects of school strategy, such as assessment, finance, curriculum updates, etc.

Governors work closely with the school leadership to improve the quality of teaching and learning by providing rigorous challenge, evaluation of data and scrutiny. All governors visit designated classes in school and report back to the governing body.

The Governing Body is involved in recruitment of senior staff and the Head Teacher's performance management. In addition, a Governor attends exit interviews and reports back to Governors on comments made which may suggest further ways of improving the school. In this way the Governing Board ensures that the school employs experienced and dedicated staff to ensure that all children can meet their potential.

Progress and attainment for all children is analysed across the year with the Governing Body scrutinising progress across the year in a variety of groupings, ethnicity, pupil premium children, LAC children, gender, attendance and ability. Governors are therefore able to challenge data at several points throughout the year, thus ensuring that any identified problems can be addressed quickly and effectively.

All members of the Governing Body have had training in understanding the complexity of the school budget. They evaluate and scrutinise the impact of school spending on pupil outcomes and have a clear idea of how effectively Pupil Premium is used. The Governing Body are very aware of the constraints on the school budget and work hard with the leadership to ensure that the budget is managed effectively.

The Governing Body monitors all aspects of safeguarding and pupil behaviour and the Safeguarding governor is frequently in school working with the leadership, including scrutinising the Single Central Record and ensuring that any updated legislation is implemented promptly.

The Governing Body holds itself to account and each year Governors are asked to sign up to the Longwill Code of Conduct which lays down, in detail, the expectations of the Role of the Governors as specific to Longwill. Each year Governors come together on an 'away day' to discuss their own priorities for their Governor Development Plan.

Staff Governors report back to staff after each meeting and parent governors are now also beginning to report briefly back to parents

Appendices :

Appendix 1:

The following table shows Governor involvement with the school to October 2019 as recorded in the Governor Attendance Book which is kept in the school office. It does not record attendance at meetings which is recorded in minutes and on the website.

	coaching & training	children centred	staff centred	safeguarding	parent meetings
2016 - 2017	8	8	12	3	
2017 - 2018	5	17	17	1	2
2018-2019		16	7	3	2

NB: staff centred visits are discussions with staff or staff meetings

child centred meetings are class visits, special assemblies, e.g. Christmas, or other celebrations
parent meetings

In addition there have been 4 Governor away days: 18/03/2017, 27/01/18, 13/10/2018, 09/02/2019, 11/01/2020.

Appendix 2:

The year 2020 has been a universally difficult year with the Global pandemic. Prior to lockdown Governors ratified a policy allowing virtual meetings and held a Governor Away Day morning at Longwill on a Saturday morning in January allowing new governors to meet the existing Governors and receive some updating in policies and practice within the school.

Since the start of lockdown Governor meetings have continued as timetabled through TEAMS. In addition, the Chair of Governors has been kept regularly updated by the Headteacher and has continued to submit articles for the Head's newsletter to parents. The Chair also visited the school virtually, witnessing the day to day operation of the school and observing at first hand the excellent precautions in place in the form of PPE and the high morale of the staff, and also took part virtually in the Harvest celebration. Other governors also attended the Harvest celebration virtually. The Safeguarding Governor also continued her work with the school as did several other Governors. Governor training continues virtually with Governors through a training package purchased by the school and new governors and Chairs are signing up to virtual packages. Interpreters are booked for Governors' meeting and all paperwork is sent out in good time for any questions about articles on the agenda to be submitted to the head before the meetings, allowing at least 24 hours for answers to be prepared. Governor visits to school had to be curtailed during the lockdown but will take place virtually in the year 2020 – 2021. Where possible Governors have also continued to attend Trust meetings.