

# GOVERNANCE IMPACT STATEMENT



## A Guide for Members of the Full Governing Body of Hylands School

This plan is to be reviewed at each FGB meeting and annually set at the governors training / FGB meeting in September each year.

An additional Impact column will be added at this time as the documents becomes annually reviewed for “actual” impact

Inspire • Challenge • Achieve

Delegated Responsibility	Governor Assigned	Actions Example Actions likely to enable Governors to fulfil responsibility (Challenge and support as appropriate is implied throughout these actions)	Date completed by:	Impact [Intended]
<b>STRATEGY</b>				
Develop and implement the strategic vision for the next 3-5 years for the academy with the head teacher; ensuring that it is in line with the overall vision and values of the school and that these fit with the values of TKAT as an organisation	Chair of Governors	Work with the head teacher to develop further the vision of Inspire, Challenge, Achieve is embedded and embraced amongst all stakeholders. <ul style="list-style-type: none"> <li>• Progress regularly discussed at governing body meetings.</li> </ul>	Spring term 2018	The School is making good progress towards its strategic goals
		Review the current curriculum provision to ensure it meets the needs of all learners. Agree the curriculum for 2017/18. <ul style="list-style-type: none"> <li>• Curriculum review taken place in November 2017</li> <li>• Feedback and discussion at governing body meeting</li> <li>• Curriculum plan for 2018/19 presented to governors which is discussed and agreed.</li> </ul>	End of February 2018	Governors are confident that the Academy's curriculum meets statutory requires and matches the needs of the pupils in the Academy
		Agree the whole school targets for 2017/18 that will be in line with the strategic plan for the school. <ul style="list-style-type: none"> <li>• Pupil progress is a regular item on agenda of governors meetings.</li> <li>• Teaching and learning committee agenda to include item on progress.</li> </ul>	November 2017	Pupil outcomes improve and are always securing P8 above zero each year
		Agree the site and facilities plan with the SBM, site manager and head teacher – ensuring financial viability and compatibility to the school's curriculum needs and pupil needs. <ul style="list-style-type: none"> <li>• Financial viability exercise carried out with respects to the farm and sixth form provision.</li> <li>• Regular reports on site safety and security at the Business Management Committee meetings.</li> <li>• Repairs/improvements to the fabric of the school are prioritised and planned for.</li> </ul>	End of Autumn term 2017  Spring term 2018	Pupil numbers continue to rise, the site is safe and secure, well presented and improving in quality and appearance. This will impact on outcomes, pupil well-being and recruitment and retention of staff and pupils.

Determine budgeting and curriculum priorities with the Head teacher	Chair of Governors along with Chair Members of the Business management committee	Cross reference the strategic goals, the School and TKAT's development plan to ensure the school is financially sound and has a 3 year working budget. <ul style="list-style-type: none"> <li>3 year working budget discussed at Business Committee meetings linking to priorities</li> </ul>	June 2018	The budget and the curriculum are aligned with the Academies development priorities
		Work towards the budget for 2018/19 that has a 5% contingency		The school is protected against emergent need and can ensure that it will always be financially secure
		Ensure financial probity and regulations are met <ul style="list-style-type: none"> <li>Discussed at Business Committee meetings with the head teacher and business manager</li> </ul>	Constant	All members of the school are acting within the law and in the best interest of all – this brings stability and assurances for all
Play an active part in the recruitment of the Head teacher and other senior leaders, as appropriate	Chair of Governors and others as appropriate	Work with TKAT to ensure that any senior appointment reflects the school and community needs. Contribute to the appointment process ensuring due process, fairness and accountability. <ul style="list-style-type: none"> <li>New head teacher in place for September 2018</li> </ul>	As appropriate	Senior appointments meet the expectations of the Trust and meet the specific needs of the Academy and its community
Develop and review staffing structures, with the Head teacher supported by the Regional Executive Director from TKAT	Chair of Governors and others as appropriate	Annually review the staffing structure considering curriculum needs and budget limitations – receive regular updates from the Head teacher with regard to staffing changes, appointments below SLT level and exit interviews. <ul style="list-style-type: none"> <li>Staffing changes on the agenda of each governing body meeting</li> <li>Feedback to full governing body on staff changes</li> </ul>	Spring Term 2018	Staffing is affordable and meets the needs of the curriculum
		Review annual pay progression recommendations with the Head teacher <ul style="list-style-type: none"> <li>Pay Committee meeting to discuss and agree pay progression with head teacher</li> </ul>	November 2017	Accountability for pay is secured at all levels of the school
		Review the Academy's CPD plan as a body with the AHT and HT responsible for its creation <ul style="list-style-type: none"> <li>CPD on the agenda of full governing body meetings</li> <li>Feedback and discussion from governor visits</li> </ul>	November 2017	The impact of leadership and the quality of teaching are high or improving.

		<p>Receive and review “staff voice” reports to measure impact of changes to curriculum and staffing and to monitor the work load and expectations of teaching staff</p> <ul style="list-style-type: none"> <li>• Student voice attend full governing body meeting to feedback on curriculum</li> </ul>	End of Spring Term 2018	
Facilitate collaboration across the school and with other local TKAT schools	Vice Chair of Governors	<p>Working with the school’s senior leadership team identify areas where the school offers or provides support for the staff</p> <ul style="list-style-type: none"> <li>• Staff wellbeing discussed at Full Governing Body meetings</li> </ul>	constant	The school provides and receives support which improves work life balance for its work force and overall retention rates of staff improve
		<p>Have oversight of the brokerage of support, providing challenge as appropriate.</p>	ongoing	Appropriate support plans and services identified by the school
		<p>Review the impact of support given and received.</p> <ul style="list-style-type: none"> <li>• Support discussed a full governing body meetings with evidence of impact</li> <li>• Feedback from governor visits</li> </ul>	ongoing	Support is monitored both for impact and costs – a review will be received by the governing body annually
<b>KNOWLEDGE AND ACCOUNTABILITY (Improving outcomes for all pupils)</b>				
Set performance benchmarks, ratified by the Regional Executive Director	Chair of Governors	<p>Supported by the Regional Executive Director and the Senior Leadership team, set ambitious targets for student outcomes and staff performance within the Academy improvement plan</p> <p>Review whether the Academy is making good progress towards these targets and if not challenge.</p> <ul style="list-style-type: none"> <li>• Strategic Development Plan agreed by governors and discussed at each governing body meeting.</li> </ul>	Autumn term	Targets within the Academy improvement plan are achieved
Undertake an active part in the performance management of the Head teacher	Chair of Governors	<p>Comment on targets set by Regional Executive Director. Contribute to the evidence base at keeping in touch and performance review meetings.</p> <ul style="list-style-type: none"> <li>• Head teacher has clear targets relating to the Strategic Development Plan</li> <li>• Review the progress of the head teacher across the year on working towards the school targets</li> </ul>	Autumn term	Governors are aware of how the Head teacher is held to account for the performance of the school

Support, challenge and hold the leadership to account for the implementation of the school plan in partnership with the Regional Executive Director, focussing particularly on school's performance targets and progress data	Full Governing Body	Review progress being made towards the school's improvement priorities. <ul style="list-style-type: none"> <li>Improvement priorities discussed at each governing body meeting</li> </ul>	Termly	The School is making good progress towards its Academy improvement priorities.
		Review the School's self-evaluation judgements at FGB meetings. Use external validation to confirm the judgements within the School's self-evaluation.	Termly	All governors are aware of the school's strengths and are ensuring that weaknesses are being addressed through the school improvement plan
		Review the School's data (dashboard) so that Governors know about the progress of each year group and key groups including disadvantaged and more able and can make year-on-year and national comparisons. <ul style="list-style-type: none"> <li>School data dashboard shared with the governing body.</li> <li>Governors</li> </ul>	Termly	Pupils' progress is strong or improving and the gaps between the performances of groups are closing.
		Review behaviour and attendance, including data about behaviour incidents/attendance by year and by groups showing trends and gaps <ul style="list-style-type: none"> <li>Attendance a focus at each governing body meeting</li> </ul>	Termly	Governors have first-hand knowledge of behaviour and attitudes that is being used to challenge and support the School's : standards of behaviour are high or improving.
		Monitoring the effectiveness of PHSE and SMSC within the school. <ul style="list-style-type: none"> <li>Member of the governing body responsible for PHSE to regularly meet the member of staff responsible for PHSE on a regular basis and feed back to the governing body</li> </ul>	Termly	Pupils have the knowledge, skills and attitudes necessary to stay safe and succeed.

		<p>Regularly review the impact of leadership on the quality of teaching. So that Governors know overall the strengths and areas for development. Be involved in accompanied visits to the school, including classrooms to understand first-hand progress towards the School's Improvement priorities</p> <ul style="list-style-type: none"><li>• Governors visit protocol in place to given clear guidelines for</li></ul>	Termly	Governors have first-hand knowledge of teaching and learning which is being used to challenge and support the school: the quality of teaching is high or improving.
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Develop effective links with the School community and the wider local community	Full Governing Body	Take an active part in parent forums. Be involved in student voice. Have pupil representation as appropriate for part of LGB meetings <ul style="list-style-type: none"> <li>• Governing body is represented at parent forums</li> <li>• Student voice to feedback to governing body</li> </ul>	Termly	Governors are aware of and have acted upon the views of pupils and parents.
<b>PROBITY</b>				
Develop, implement and monitor strategic and operational policies with the Head teacher	Full Governing Body	Ensure all Governors are fully aware of key policies and strategies such as “Equality information and objectives (public sector equality duty) statement for publication” and the PREVENT agenda. <ul style="list-style-type: none"> <li>• Policies are circulated to governing body members and discussed at governing body meetings</li> </ul>	At FGB meetings if any changes or new appointments made	All Governors know how the school actively promotes the equalities agenda.
		Implement a policy review schedule	Annually	All statutory policies are in place and up to date.
		At least one member of the FGB is fully familiar with and monitors the Academy’s child protection and safeguarding procedures. <ul style="list-style-type: none"> <li>• All members of the governing body trained in child protection</li> <li>• Safeguarding discussed at FGB meetings</li> <li>• Designated person on governing body responsible for safeguarding</li> </ul>	Termly	Governors know how pupils are kept safe from the dangers of abuse, sexual exploitation, radicalisation and extremism.
		At least one member of the LGB is fully familiar with the school’s Health and Safety procedures and receives regular health and safety reports. <ul style="list-style-type: none"> <li>• Health and Safety on Business Committee agenda at each meeting</li> <li>• Vice Chair of governors responsible for health and safety</li> </ul>	Termly	The Academy’s Health and Safety audit is successful.

Set and approve the Academy budget, subject to final approval by the Regional Executive Director.	Chair of Business Committee + other members	<p>Question the benchmarking of the school's budget</p> <p>Question spending priorities</p> <p>Ensure the annual budget is in-line with the three year projected budget.</p> <p>Ensure the 3% carry forward</p> <ul style="list-style-type: none"> <li>• Business Committee agree fixed budget each year</li> <li>• Monthly meetings between the chair of the Business Committee and the school business manager to discuss progress against fixed budget</li> </ul>	Termly	<p>The school has a balanced budget</p> <p>Spending reflects the school's priorities.</p> <p>There is good value for money being secured at all levels of the school's spending plans and budgets</p>
Monitor and challenge expenditure in accordance with appropriate authorisations		<p>A member of the LGB meets regularly with the Academy business manager to be kept informed about variances in current expenditure and budget projections.</p> <p>Receive external/TKAT financial audits.</p>	Termly or as appropriate whichever is more often	
	Full Governing Body	<p>Receive the plan to spend additional funding (Pupil Premium and Year 7 catch-up).</p> <p>Receive regular reports on how additional funding is spent and its impact.</p> <p>Challenge where the gaps are not closing.</p>	As appropriate	Gaps for SEND and disadvantages pupils are closing.
		<p>A member of the LGB is familiar with the Code of Practice and the Local offer and is monitoring its implementation.</p>		Progress gaps for SEND pupils are narrow or closing.
Oversee any significant capital expenditure and building projects with the executive team	Chair of Business Committee	<p>Identify a Governor who will take on the responsibility for strategic oversight of any significant capital expenditure project and feedback to the Governing Body on progress.</p> <ul style="list-style-type: none"> <li>• Capital expenditure discussed at Business Committee meetings</li> </ul>	ongoing	Governors are aware of the progress and impact of any significant capital expenditure

Reviewed and Agreed by Governing Body

Signed by Chair .....

Date.....