

Glascote Academy Governor Impact Statement

The Governing Board

There have been some significant changes to the Local Governing Committee through the added capacity of new members. The recruitment process was skills based where we identified key areas of need for our Local Governing Committee.

The Governing Board now consists of:

Five Co-opted Governors

One Parent Governor

One Staff Governor

Three Associates

One Head Teacher

Governors have Link Governor responsibilities based on their skill base or their involvement within the subject. The Link Governor meets with the Subject Lead once a term, during our full Governor days to review progress, planning and future plans going forward which is then fed back to the LGC at Full Governors' meetings and monitoring feedback is filed for record.

This allows the Governors to monitor, review and challenge at both Subject Lead level and Senior Leadership Team level.

Strategic Directions and School Development Plan

Setting the strategic direction of Glascote Academy is a vital role of governors and this is supported by the School Development Plan. The Academy Improvement Plan (AIP) is adapted to address the needs of Glascote Academy and focuses on strengths, vulnerabilities, and next steps in response to priorities and continues to be fluid as these develop.

This year's priorities have been:

Reading (including Phonics)

Writing

Maths

Curriculum (including Subject Leadership)

The LGC monitor progress of the priorities through Link Governor, Curriculum and Standards and Full Governing Board meetings as well as termly Governor days. These days include book trawls, learning walks, subject leader discussions, data including attendance and safeguarding, progress reports and the Head Teacher's report to Governors which allows Governors to view progress ongoing.

The Chair of Governors also holds meetings with the Head Teacher to maintain an overview of the school, its progress and any issues that have arisen between Governing Committee meetings and overseeing Senior Leader wellbeing and workload.

The actions and objectives of the priorities from the Academy Improvement Plan, continue to be monitored alongside Termly Achievement Meetings with Trust Executive Leaders.

Achievement of Pupils

Through our Link Governor roles, Curriculum and Standards, Full Governing Committee meetings and holding Leaders to account for data, we scrutinise what the school leaders are doing to address any decline in standards whilst sustaining what has had positive impact on pupil outcomes. In addition, we focus on the most disadvantaged pupils and how leaders are narrowing their gaps. Spending of Pupil Premium Grants, Sports premium and SEND remain key priorities.

We look at the school's academic performance against annual targets and longer-term trends and benchmark our performance against national data and schools within our MAT in order to ensure that any ongoing issues for development are addressed with pace, for example, Phonics, Curriculum, attendance, and the successes celebrated.

Raising Standards of Teaching

At the Curriculum and Standards, LGC and Governor Days we review data showing evidence pertaining to the quality of teaching within the school; this includes feedback from classroom observations conducted by the Head Teacher and Senior Leaders who report on overall achievement.

Statutory Duties

We are very mindful of our statutory duties as a Governing Committee with strategic oversight of safeguarding, health and safety, estates management and standards.

Governor Training

We are an established Governing Committee who ensure that we keep up to date with training and the most current legislation so that we can lead strategically, assure ourselves that leaders are meeting their accountabilities, and that the vision and values of the Academy permeate all areas of behaviour, the Curriculum and into the wider community. Examples of training undertaken during 2023-2024 include safeguarding, safer recruitment, analysis of data, schemes of delegation, Governance Review.