

<b>How well governors ensure clarity of vision, ethos and strategic direction</b>	
Current strengths:	Governors ensure decisions are made in line with the school's vision and strategic priorities and monitors the impact of these decisions. Governors can articulate ethos and vision, key priorities of the school and how they have been derived.
Barrier:	The Alnwick Partnership Consultation on restructuring the three tier system to two tier system will have a significant impact on our First School transitioning to a Primary School
Action:	All Governors have worked tirelessly to ensure that should we become a primary school, provision will be in place to secure at excellent outcomes for all. Stakeholders views have been sought. Budget, staffing structure and resources have been effectively planned should the strategic direction of our school change to include primary school status.
Impact:	Governors have a clear strategic direction for the school should we become a primary school in September 2017.
<b>How well governors contribute to the school's self-evaluation and understand its strengths and weaknesses, including the impact of their own work</b>	
Current strengths:	The Headteacher provides GB with a range of information including external views and performance data to enable the governors to have confidence in the school's evaluation of its performance. The GB includes members with appropriate skills and understanding who have the ability to engage in self-evaluation. Governors' visits inform their knowledge of the school.
Barrier:	Governor visits were not focussed enough on leadership of areas of the school development plan.
Action:	Specific governors assigned to specific areas to develop a greater level of expertise. Governors expected to look at leadership of areas, as well as outcomes. Governors have undertaken their own self-evaluation of their impact of their own work and knowledge of the school guided by the authority and audited their own skills. New members of GB are sought depending on strengthening the skills of the GB. Headteacher reports and subject leader reports provide an analysis of strengths and weaknesses.
Impact:	Greater clarity in governors reporting back on SDP focus, providing effective support and challenge where needed.
<b>How well governors support and strengthen school leadership, including by developing their own skills</b>	
Current strengths:	GB meetings are efficient and effective, with a clear focus on school improvement priorities. GB structures / working practices are focussed on standards.

	There is a trusting relationship between the senior leadership team and GB.
Barrier:	Paucity of governor training available from the local authority.
Action:	All governors signed up to an online governor training package. School invites Governors to training sessions that may be of interest to Governors.
Impact:	Governors can access high quality training at suitable times, to strengthen their own skill sets. This is often done alongside school staff striving towards the same goals.
<b>How well governors provide challenge and hold the Headteacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results</b>	
Current strengths:	Governors receive a range of data, which is understood and questioned. Governors systematically challenge HT so that the quality of teaching and pupils' achievement has improved, or previous good performance in these areas has been consolidated.
Barrier:	Variable understanding of the Data Dashboard and RAISE online. Depth of knowledge in specific areas was lacking.
Action:	Training undertaken by all GB members on the Data Dashboard and RAISE online, alongside training delivered by expertise within own GB. Nominated Governors who could work with senior management teams on focussed areas such as SEND and safeguarding have been introduced.
Impact:	Greater understanding of the data (and how we compare against national statistics) meant Governors could question the HT more effectively about attainment and progress holding the school to account. Nominated Governors liaise with senior management to hold senior leaders to account in more depth about specific areas.
<b>How well governors use performance management systems, including the performance management of the Headteacher, to improve teaching, leadership and management</b>	
Current strengths:	Governors select the external advisor, with clear understanding of what the role involves and what would constitute an appropriate individual. The Head teacher's appraisal panel is appointed on the basis of appropriately trained / experienced panel members. Appraisal policy is in place and governors monitor its effectiveness. The Head teacher's report shares evidence that performance management is robust, including explicit information about threshold and leadership progression and links to pay.
Barrier:	Performance management and how this relates to pay progression to be made more transparent.
Action:	Staffing committee are given a detailed breakdown of how pay decisions have been made based on performance.

Impact:	Targets are sufficiently differentiated for each member of staff and more closely related to the SDP. Governors use performance management to improve teaching, leadership and management across the school.
<b>How well governors ensure solvency and probity and that the financial resources made available to the school are managed effectively</b>	
Current strengths:	The school has a balanced budget. Governors share a clear understanding of roles and responsibilities and delegated authority relating to school's finances. SFVS has been completed with clear governor involvement and understanding of the process.
Barrier:	Governors with skills based in finance have since finished their term of office.
Action:	Skills audit carried out of Governors and new members to be co-opted with a particular skill set.
Impact:	Governors ensure nominated Governor for finance alongside Finance committee make sure financial resources are managed effectively.
<b>How well governors operate in such a way that statutory duties are met and priorities are approved</b>	
Current strengths:	Governors understand their statutory role and responsibilities. FGB and committee agendas reflect statutory responsibilities. The clerk ensures agendas reflect statutory compliance issues. Minutes reflect governors' review and approval of statutory policies. Governors know their responsibilities relating to safeguarding.
Barrier:	Keep abreast of new initiatives and changes in legislation.
Action:	Chair attends termly meetings, led by LA staff, at which initiatives and new legislative procedures are discussed
Impact:	Chair can clearly disseminate the key points behind initiatives and legislation to the GB, so that all members are clear as to how such may affect the school
<b>How well governors engage with key stakeholders</b>	
Current strengths:	Surveys of parents and pupils are undertaken and reported to governors. Links with other schools are known and their impact discussed. Website – regularly maintained, has a range of useful info for parents.
Barrier:	Governors not known or identified to stakeholders. Governor's presence at key points in school were not maximised.
Action:	Governor pen portraits, Governor website, newsletter distributed to parents and available to the public. Parent Governors visible at beginning and end of school days in playground. Governors meet with school staff more regularly, including working with the children. Governors now attend parent consultations to seek their views and

	make themselves known. Opportunities are provided by the GB to meet with community and parents around school issues.
Impact:	Stakeholders know the school Governors and have open channels of communication with the Governors. Governors are engaging effectively with all stakeholders.
<b>How well governors use the pupil premium (PP) and other resources to overcome barriers to learning, including reading, writing and mathematics.</b>	
Current strengths:	Use of PP is reported to GB or relevant committee and questions are asked relating to the broad impact of spend.
Barrier:	More in depth monitoring of PP requested by Governors.
Action:	Nominated GB to carry out PP monitoring on a regular basis.
Impact:	The impact and VFM of PP funding is clear in terms of impact on attainment and progress on particular children. Monitoring has been effective in holding school to account and ensuring that children make at accelerated progress.