

How well do governors ensure clarity of vision, ethos and strategic direction	
Current strengths:	Governors ensure decisions are made in line with the school's vision and strategic priorities and monitors the impact of these decisions. Each governor understands their strategic role both individually and collectively. Governors can articulate ethos and vision, key priorities of the school and how they have been derived.
Barrier:	Unexpected governor resignations (due to family issues) Primary School status in September 2016. Implementing recommendations of recent Ofsted Report (June 2016)
Action:	New induction procedures for new governors to ensure governors are well informed about school and their strategic role as a member of this proactive Governing Body. Each new governor supported by mentor for their first term of office. Scrutiny of Governor Skills to identify training needs and skill gaps within the governing body and using this when recruiting co-opted governors. Governor Self Review completed by whole Governing Body using DFE funded "GovernorSpace" online assessment. Governor Action Plan for next academic year formulated with development and training needs identified Ensure budget, staffing structure and resources have been effectively utilized to secure excellent outcomes for pupils entering Upper Key Stage Two. Implement Ofsted recommendations following June 2016 Inspection
Impact	The Governing Body will have the skills necessary to fulfill their strategic role. Governors will have a clear strategic direction for new Primary Status. Provision is in place in September 2018 to ensure school meets the needs of Upper Key Stage Two Pupils.
How well do governors contribute to the school's self-evaluation and understand its strengths and weaknesses, including the impact of their own work	
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 Governing Body includes members with appropriate skills and understanding to probe data, ask challenging questions, and engage in self-evaluation. Governor visits have a clear focus and direct link to the School Development Plan and the monitoring procedures, written reports and verbal feedback ensure the governing body has a detailed knowledge of the school.

Barrier:	New Primary Status means Governors have little experience of the demands of upper KS2 curriculum and statutory assessments.
Action:	Governors to attend training on changes in national and school methods of assessment and progress and attainment measures. Ensure new governor appointments meet the skills gap.
Impact:	Greater understanding of data so as to establish how well school is performing with regards to attainment and progress both locally and nationally
How well do governors support and strengthen school leadership, including by developing their own skills	
Current strengths:	GB meetings are efficient and effective, with a clear focus on school improvement priorities. New succinct and focused Headteacher reports ensure governors are up to date on progress made towards School Development Plan priorities. Governors active in seeking training opportunities offered locally and nationally to develop skills. Focused, purposeful Governor Monitoring.
Barrier:	Paucity of governor training available from the local authority.
Action:	All governors to be made aware of and encouraged to attend relevant training. Bespoke training day organized annually that specifically meets the training need (s) of Governing Body. Governors to attend School based training sessions where appropriate. Annual Governor Self Review against the DFE "Competency Framework"
Impact:	Governors can access high quality training at suitable times, to strengthen their own skill sets.
How well do 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	

Current strengths:	<p>Governors receive a range of data and reports which are scrutinized and challenged to ensure pupil attainment and progress is high.</p> <p>Governors, Headteacher and senior leaders are united in striving for all pupils to achieve outstanding outcomes in all aspects of their school life.</p> <p>Individual governors elect to monitor specific aspects of the School Development Plan to ensure pupil achievement, progress and behavior continue to improve.</p>
Barrier:	<p>National attainment tasks and school's performance assessment methods are in early stages of implementation and are evolving.</p> <p>KS2 National Assessments</p> <p>Small school data</p>
Action:	Training of all governors with Northumberland Consultant to improve understanding of available data and how attainment and progress is measured.
Impact:	Greater understanding of how attainment and progress is measured which will enable governors to engage in self evaluation and input in to school development priorities.
How well governors use performance management systems, including the performance management of the Headteacher, to improve teaching, leadership and management	
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:	<p>Targets are sufficiently differentiated for each member of staff and more closely related to the SDP.</p> <p>Governors use performance management to improve teaching, leadership and management across the school.</p>

How well do governors ensure solvency and probity and that the financial resources made available to the school are managed effectively	
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:	Primary status and split catchment impacts on projecting pupil numbers for upper Key Stage Two. This impacts on staffing and school organisation Cost changes to services provided by NCC particularly those relating to children with Special Educational Needs Late notification of services formally provided free by NCC now incurring costs.
Action:	Induction training for new governors.
Impact:	Governors ensure nominated Governor for finance alongside Finance Committee make sure financial resources are managed effectively.
How well do governors operate in such a way that statutory duties are met and priorities are approved	
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
How well do governors engage with key stakeholders	
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. Governors attend special school assemblies and celebrations.
Barrier:	Lack of knowledge by stakeholders about who governors are and how to communicate with them

Action:	Parent Governors visible at beginning and end of school days in playground. Governors meet with school staff with greater frequency Governors to attend parent consultations.
Impact:	Stakeholders know the school Governors and have open channels of communication with the Governors. Governors are engaging effectively with all stakeholders.
How well do governors use the pupil premium (PP) and other resources to overcome barriers to learning, including reading, writing and mathematics.	
Current strengths:	Use of PP is reported to the Governing Body regularly by the headteacher. Pupil Premium is monitored regularly by a member of the Governing Body to ensure that the funds are achieving maximum impact in improving pupil progress and attainment.
Barrier:	Lack of training to ensure Governors are well informed on how money is allocated and what impact is expected.
Action:	Governors to seek out training re budget management
Impact:	The impact and 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.