

## Governors knowledge of the strengths and weaknesses role in Millthorpe

All Governors have a wide range of knowledge about the strengths and weaknesses of Millthorpe School. The FGB has been able to select the most appropriate LA and Community governors according to skills and knowledge and this has been informed by the knowledge of the strengths and weaknesses of the school. For example, Governors with skills in safeguarding, education and public relations have been appointed.

Parent governors, who have been voted into the role, have been very effective governors, recognising the strengths and weaknesses of the school, through their own experience, a sense of what happens day to day and through briefings and training. Parent governors have initiated important changes with uniform, school times, parent body group.

The FGB has used Associate Governors for very specific pieces of work. This has the advantage of bringing in skills to enhance an already diverse FGB and focus the knowledge in particular areas of weakness.

SLT have provided focussed “briefing sessions” particularly around, pupil tracking, pastoral care, pupil premium targeting, finance and staffing. When undertaken “whole body” training events have reflected the focus of the school improvement plan set out by the FGB over recent years on performance measurement, pupil attainment through tracking, OFsted preparation, budget and finance. This has been effective in providing a consistent approach to training and value for money within the Governance costs.

The LA has provided finance and attainment training to reflect indicated weaknesses in line with the requirements of the full GB

Governors have developed greater confidence in challenging the school SLT, attending school during the working day and ensuring that there is accountability with Head Performance management, school improvement through development of the SIP. Governors have also recognised strengths and promoted reward and recognition for staff, pupils and parents. Particular strengths have included sporting achievement, improvement in results, improved management of buildings, energy efficiency, house system, behaviour and attitude, school council, parent association, feedback forum,

The development of the Executive Governor group has focused governor’s workload onto those essential items that will affect the pupil’s outcomes in school. Rationalisation of the committee structure has further polarised the important links with outcomes (fewer, more well attended meetings). The governance of the school has improved significantly since the last inspection through a more consistent approach to strategic planning, more effective and focused use of the meeting system and a willingness to make decisions that improve the outcomes of pupils in school over and above. Governors are visible in the school both with staff through regular visits, focussed on the development priorities, through school “market events” where governors have a stand at parents evening and year 6 open events and

through contact with key stakeholders in the community such as feeder primary schools and colleges, important in developing strategic view of needs for school.

Governors also take a lead in recognising achievement with the annual Governor's Award and through the student council's monetary awards that recognise innovative or specific requests to improve the structure or ambiance of school.( New trampoline, sports equipment) and school uniform changes.