

AUDIT OF GOVERNING BODY FOR LEMINGTON RIVERSIDE PRIMARY SCHOOL 2014

SUMMARY OF RESULTS

The purpose of this audit is to discover the range of skills and experience existing on a Governing Body and to discover governors' thoughts on how well the Governing Body is operating. With this information, the Governing Body can make the most of everyone's abilities and plan for future development.

1. Why did you join this Governing Body?

To learn more about the school and give something back to the community

I was asked to join because of my very long contact with the school (3 generations)

I was nominated by other parents who thought I would be a good governor

To support and enhance the community and school projects I am involved with and supporting the needs of the school

It was suggested that I might like to put myself forward as a governor and the Chair suggested LRPS

I had a long career in secondary teaching and wanted to be involved in a primary school because I knew how important these years are in laying education foundations.

I was invited to do so and was (and still am) very keen to support children in our community.

2. Which aspects of your work as a governor have been:

• Most rewarding?

Seeing children develop and achieve good/outstanding results. Understanding how much is demanded of primary schools.

Seeing how much good work is going on and the progress of the pupils

Insight into children's improved learning year on year and understanding the work (often invisible) undertaken by the staff

Community cohesion work and seeing the school progress academically

Being part of a team making key decisions about budget spending and analysing data to see how the investments made are really benefiting our pupils

Finance Committee and Personnel Committee – action moving things forward.

• Most frustrating?

The changing landscape of the LA. How decisions made elsewhere affect our school

I found the redundancy process upsetting

The constant changing goal posts set by government

Number of meetings, paperwork and keeping up with education initiatives

The barrage of criticism in the press and from government ministers about the standard of education

Handling issues around parents who are less supportive than they might be of their children.

- **Most demanding?**

Meeting the ever changing demands of Ofsted over the full range of areas they inspect

Having to make decisions without knowing if I am serving the school in the best way e.g. making the decision about the change of status to a Federation Trust school

Writing minutes for the C&S and Personnel committees

The Finance committee is very demanding as I don't have any finance experience and I feel a little pressure to make sure we make the right decisions which can be time consuming

Meeting the requirement of Ofsted over the full range of areas they inspect

Juggling childcare and work demands to attend meetings/training

Continuing to keep moving ahead against a background of constant changes at Government level.

3. From your background, experience and interests, what are the particular skills you bring? What previous jobs and roles have you had?

I was a geography teacher for 33 years and deputy head for 13 which gave me experience of the classroom and admin and being part of the Senior Management Team

Teacher for 27 years in Secondary education, organisational skills (Exams Officer for 10 year, former Company Secretary with a charity, music librarian for a choir and former treasurer for a church

I do work within the school (Fish Club) and have regular contact with pupils and staff which gives me greater insight into the needs and problems of the school.

I have 20+ years in an administrative role, experience in organising fund raising events and recruitment and finance experience

I'm a parent governor so have a keen interest in being an active part of my children's education. I work in customer relations so have really good people skills. My written communication skills are excellent and I have over 15 years' experience in handling complaints

Health & Safety, Equalities and Business Management.

4. What opportunities can you see for individual governors to take on new roles?

It would be good to have a full quota of governors

Publicity

Greater emphasis on shadowing other governors with the aim of more secure succession planning

Greater scope for members to move around within our committee structure to learn more about a particular aspect of the school

We could look at rotating committee roles so everyone gets a working knowledge of each area.

Plenty of scope to learn, develop and be trained in new areas of work.

5. Are there any particular skills or experience that you feel the Governing Body lacks at the moment?

Someone on the committee with direct management accountancy/financial management experience

We need wider experience of business and long term financial planning

Legal and financial

It may be good to have a male perspective

None

None in particular

6. What do you see as the key ways in the coming year that governors can support the school's improvement priorities?

Attendance at meetings and questioning

Assist staff with behaviour of pupils and support where necessary action is required

Be aware of areas in school where there is potential pressure on staff e.g. long term absence of staff leading to expenditure on supply teaching or greater demands on current staff

Support any measures to improve attendance e.g. reintroduce Breakfast Club, finances to support work of FSO and EWO

Focus on writing and girls' performance in writing

Tracking and monitoring progress of groups within school.

It would be good to see governors giving more direct support e.g. listening to reading

Ensure all governors read all minutes to keep everyone up to date

Take up the opportunity of training in our key areas and make sure we are aware of any changes within education that may affect our priorities

Work closely with the HT via the GB to offer support needed in a particular area

Encourage other parents and stakeholders to support the school in any way they can.

Be supportive of changes that are being planned.

7. What do you consider will be your key development needs over the next year?

I will continue to attend any training courses to develop my understanding of the EYFS framework and keep myself up to date with any changes

I will continue to be a member of FP&R and C&S Committees as I am learning a great deal about the school and developing valuable skills

Keep up to date with new developments by attending training

Learn about the new curriculum for primary schools

Learn more about changes to the school role due this year and be aware of their needs.

8. What do you consider will be the key development priorities for the whole Governing Body over the next year?

Encourage more people to join the GB

Continue to develop and work with the schools in the OWL Trust

Ensure that everyone is prepared for the Ofsted inspection when it occurs

Succession planning for the GB and recruitment of new governors

A wider share of link governors among the GB members

Greater commitment to training by all members of the GB to keep them up to date with changes.

Continue our focus on becoming Ofsted ready ahead of the pending inspection

Continue our progress from being a good to an outstanding school

Use all resources available to ensure pupil progress is stretched beyond the required 2 levels between Key stages

Use the results of this audit to determine where each member's skills may be best suited. When looking at new members actively seek people based on skill shortfalls within our current framework.

As 8 above. As number of children from overseas due to join us we all need to be adept at handling their needs.