

## **RICHARDSON DEES PRIMARY SCHOOL GOVERNING BODY**

### **GENERAL PURPOSES COMMITTEE**

(Staffing, Communications, Safeguarding and Special Educational Needs and Disabilities)

### **IMPACT STATEMENT: 2019-2020**

<b><u>TERMS OF REFERENCE</u></b>	<b><u>EVIDENCE OF IMPACT</u></b>
<b>GENERAL TERMS</b>	
To act on matters delegated by the full Governing Body.	Terms of reference have been assigned to termly meetings and continue to ensure all areas are addressed.
To contribute to the School Improvement Plan.	The monitoring of provision for vulnerable learners provides all Governors with an accurate overview of the progress against targets to ensure school leaders are held accountable for the provision of this group of children.
To consider safeguarding and equalities implications when undertaking all Committee functions.	The school's safeguarding practices are in line with statutory regulations and good practice guidance.
<b><u>OVERALL</u></b>	
To monitor and evaluate the effectiveness of leadership and management.	Good Governor/HT communication to address issues quickly. Items from agendas or training are raised with Governing Body and/or Headteacher and actions are taken.
<b><u>STAFFING</u></b>	
To ensure that the school is staffed sufficiently for the fulfilment of the School Development Plan and the effective operation of the school.	Questioning and challenging the headteacher ensures changes are explained and recorded.
To establish and oversee the operation of the school's performance management, including the arrangements and operation of the school's performance management for the Headteacher.	Performance Management for the Headteacher is supported by three governors and the Headteacher reports to the General Purposes Committee when each stage of performance management is completed across the school.
To ensure that staffing procedures (including recruitment procedures) follow equalities legislation.	Review of the requirements ensured that safer recruitment training for governors was checked and two governors have now updated their training.

To annually review procedures for dealing with staff discipline and grievances and make recommendations to the Governing Body for approval.	The process relating to the administration of policies has been streamlined and an annual cycle has been put in place to ensure policies are ratified.
To monitor approved procedures for staff discipline and grievances and ensure that staff are kept informed of these.	Evidence that issues raised are dealt with in line with good practice supported by external advice and demonstrated a transparent and appropriate process was followed.
<b><u>COMMUNICATION</u></b>	
To communicate with wider community, parent, NTLT and other collaborative partnerships.	Logo rebranding moved to next step by promoting it around school and onto the school. Asking questions about North Tyneside Learning Trust ensures the school is getting the best value for money. Introducing Governor with Special Responsibilities in regard to Communication. Responding to challenges by Governors has improved communication with parents.
To ensure all statutory requirements for reporting and publishing information are met and the school website content is fully compliant and presented in an accessible way.	New Governor with special responsibilities in regard to school website checks. Following conversations at this Committee, the Headteacher streamlined the school website to make it more accessible.
To ensure that all pupils have equal opportunities.	HT and SENCO are questioned on how SEND pupils are able to access the curriculum to ensure that curriculum statement apply to all learners.
<b><u>SAFEGUARDING</u></b>	
To check school safeguarding is effective.	Measuring against the section 11 standards ensures all statutory requirements are fulfilled.
<b><u>SPECIAL EDUCATIONAL NEEDS &amp; DISABILITIES</u></b>	
To monitor and evaluate provision for all groups of vulnerable pupils (e.g. looked after pupils, non-English speakers) and ensure all their needs have been identified and addressed and to evaluate their progress and achievement.	Querying staff about other sources of educational help to benefit pupils with special educational needs.