

RICHARDSON DEES PRIMARY SCHOOL GOVERNING BODY

GENERAL PURPOSES COMMITTEE

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

IMPACT STATEMENT: 2019-2020

<u>TERMS OF REFERENCE</u>	<u>EVIDENCE OF IMPACT</u>
GENERAL TERMS	
To act on matters delegated by the full Governing Body.	Terms of reference have been assigned to termly meetings to ensure all areas are addressed.
To contribute to the School Improvement Plan.	The monitoring of provision for vulnerable learners is led by and contributes to the plan and evaluation of the plan at full LGB meetings.
To consider safeguarding and equalities implications when undertaking all Committee functions.	Safeguarding is a standard item on every agenda. Annual review by governor and HT is completed and shared with the committee and full GB.
To annually review these Terms of Reference to check they still meet the Committee's purpose.	Completed in Autumn term meeting – amended in Autumn 2020 as some areas were overlapping with other committees. Committees clerk continues to monitor this each year.
<u>OVERALL</u>	
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 GB and / or HT and actions are taken; eg annual review of safeguarding identified the need for additional safeguarding training for governors.
<u>STAFFING</u>	
To ensure that the school is staffed sufficiently for the fulfilment of the School Development Plan and the effective operation of the school.	Keeping up to date with staffing and questioning the Headteacher on the best use of staff for benefit of all pupils. Questioning the Headteacher on how the school is dealing with the Covid outbreak and looking to the future.
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 HT reports to the GP group when each stage of PM is completed across school.
To ensure that staffing procedures (including recruitment procedures) follow equalities legislation.	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.	Policies are reviewed and amended as appropriate following guidance from the LA – eg Use of IT policy.
To monitor approved procedures for staff discipline and grievances and ensure that staff are kept informed of these.	One incident arose and appropriate procedures were in place for governors to attend a hearing.
To monitor and evaluate the impact of continuing professional development on improving staff performance.	Considering wellbeing of staff and vulnerable children and ensuring SEND pupils are receiving a high level of education.
<u>COMMUNICATION</u>	
To communicate with wider community, parent, NTLT and other collaborative partnerships.	Uniform and logo changes made and put into force. Asking questions about NTLT and ensuring the school is getting the best value for money. Strong push for excellent communication with parents offering reassurance on the safety and education of their children in COVID-19 environment. Continuing to try to improve communication with community, parents, NTLT and other collaborative partners.
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.	In depth discussion on important policies and preparing summarised bullet points document for parents on website, e.g. Administration of Medicines, Visitor Behaviour. Always looking to GDPR breaches and lessons learnt from them.
To ensure that all pupils have equal opportunities.	Considering wellbeing of staff and vulnerable children and ensuring SEND pupils are receiving a high level of education.
<u>SAFEGUARDING</u>	
To check school safeguarding is effective.	Always looking to safeguarding school for safety of pupils, parents and staff.
<u>SPECIAL EDUCATIONAL NEEDS & DISABILITIES</u>	
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.	Investigating other sources of educational help to benefit pupils with special educational needs. Caring and ensuring special educational needs pupils are happy and receiving all their needs. Questioning the Headteacher on how the school is dealing with the Covid outbreak and looking to the future.