

## **Impact Statement from the Local Governance Committee of The Hill Primary Academy September 2022**

During 2021, The Hill Primary Academy's governing body moved from being a Transition Management Board (TMB), appointed by Astrea Trust, to being a fully-fledged Local Governance Committee (LGC). The LGC is comprised of dedicated volunteers from the local area, chosen for their objectivity, skills and experience, plus representatives from the Astrea Trust, who were instrumental in offering essential targeted support to the schools. The 2021-22 school year saw the appointment of two new committee members (one of whom has since had to leave due to work commitments). All governors have undergone an Astrea induction process and are regularly signposted to other sources of relevant CPD, both within and outside Astrea.

Each member of the LGC has an area of focus, ranging from safeguarding to curriculum development, and the LGC is now in an excellent position to develop further its role within The Hill Academy and helping the school to deliver excellent results academically and socially with the children in our care.

What role does the Local Governance Committee play in the life of the school?

The LGC is a supportive forum in which the school Principal has access to the objective insights of people with professional & voluntary experience primarily outside the education sector; it also plays an important role in informing Astrea Trustees' understanding of local context and individual school performance. Astrea's local committees do not hold any legal responsibility for their school, thus enabling committee members to focus in particular on the following accountabilities:

1. To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school
  2. To hold school leaders to account for educational performance of the schools, the inclusion of all pupils and the offer of a knowledge-rich and broadly-based curriculum
  3. To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained
  4. To promote positive parent, community and stakeholder engagement and to drive school-to school partnerships for improvement within the Trust
  5. To identify, understand and report to Trustees any strategic risks facing the school
- "Inspiring beyond Measure" is an ambition firmly embedded within every Astrea school & its governance committees.

Monitoring the impacts of the school's measures to maintain Astrea's high standards and expectations is a role the LGC takes very seriously. Committee members use their experience, comments, questions and school visits to check and ensure that pupils – from the lowest achievers to the highest - receive the best possible educational and life-preparation experiences. In-person visits by all LGC members take place regularly to enable members to focus on their area of responsibility and to build an increasing knowledge of the school's activities and hold senior leaders to account to ensure interventions are having impact and driving excellence.

Key areas of work for the LGC:

- School Improvement Plan – this major document informs and influences how individual schools operate. The committee monitors the school's progress towards achieving its targets & goals; members ask for clarification when necessary and question & challenge content and data. This is done through the Principal's report to our meetings and through regular updates on how the SIP is developing and the impact of interventions and activities planned by school leaders.

- For those pupils targeted by the Pupil Premium grant etc, members have questioned in-depth the reasons behind the school's use of such funding, ensuring that it is efficiently and effectively used for the benefit of disadvantaged pupils. Specific responsibility for monitoring grant funding (Pupil Premium, Sports Premium, Catch-up) is the remit of one of the LGC members.
- The support offered to different groups of children with additional needs, e.g. SEND, EAL and Looked After Children. This area is a particular monitoring responsibility of the SEND link member, Namoi Reed, who helps ensure that all pupils 'needs are being met and that they are able to make the most of the school's educational offer.
- Safeguarding is a major focus of every LGC meeting and enables members to build a picture of strengths and concerns. The Safeguarding link member (Adrian Hunt) has regular discussions with the Designated Safeguarding Lead, and ensures that relevant local/national safeguarding issues are discussed in meetings. All committee members undertake the necessary Safeguarding training.