



Governor Actions	Impact
Leadership and Management	
Governors worked co-operatively with the head teacher and senior leadership/management teams in the writing and monitoring of the School Development Plan. The current SDP is based on priorities identified from data, school self-evaluation and Ofsted priorities and the priority areas were agreed in discussion with governors in the summer term 2018.	Whole school improvement in the priority areas specified in the school improvement plan for 17/18. Governors who are well informed in regards to the challenges and opportunities our new cohort bring.
Governors are challenging the SLT to drive forward further continuous school improvement.	High standards in terms of practice and performance across school in all areas.
Governors worked with the LA to ensure a suitable environment for our classes based at Croxteth.	An environment that allows the needs of the students to be met and is conducive to outstanding teaching and learning.
To continue to ensure the school has the financial and management capacity to develop and increase in number to meet the demand of the Local Authority.	Improved outcomes for pupils across Liverpool with MLD and/or ASD who require a special school place. Opportunity to share our expertise with mainstream schools to support pupils with ASD to remain in mainstream.
Ensure information from senior leaders is provided in regards to staff performance management. Question how this information is used throughout school in line with strategic goals and priorities and how this links to the criteria for staff development and pay progression, objective setting and school improvement. Support of a number of staff in achieving NPQML and SL.	Robust performance management systems which see resources being focused to develop staff skills, allow school priorities to be achieved. Ensures challenge and development of staff to maintain the highest possible standards within school. <i>(OFSTED development point 2014)</i> Development of middle and senior leaders. <i>(OFSTED development point 2014)</i>
Ensure the schools' current financial health and efficiency and how this compares with similar organisations both locally and nationally. Some members of the governing body use their detailed financial knowledge and experience, to provide advice and guidance to the board.	The school remains viable, achieves value for money and is in good financial health in the future.
Governors have ensured that our pupil premium spend 'diminishes the difference' by approving such initiatives as military school.	Pupil progress reports that there is no significant difference between how pupil premium and non-pupil premium students perform.
Personal Development, Behaviour and Welfare	
Governors involved in structure and appointment of new senior leadership team and ARC staff.	SLT that leads by example and drives forward continuous whole school improvement. An ARC team that can meet the needs of our increasingly complex population (including primary aged pupils) and a rise in the number of students.



Governors have been pivotal in the development of a therapeutic offer with the new role of a play therapist in school.	Good mental health for all students
Governors recognise the importance of supporting our most vulnerable students and their families. Governors bought in the services of a family support worker into school.	Students and their families being supported to improve outcomes for the student and hopefully the family as a whole.
Governors ensure the safeguarding 175 audit is completed and any actions from it completed within an appropriate time line.	Robust safeguarding procedures in all aspects of school life.
Governors recognise the vital part school plays in supporting the attendance of all pupils. New initiatives to improve attendance	% Attendance better than like school nationally. % of persistent absentees also compares favourably to national standards.
Teaching and Learning/Curriculum/Pupil Outcomes	
Through curriculum governors meetings, the opportunity to meet students and learning walks, governors have been a part of and raised appropriate challenge in regards to the curriculum review and its impact on students	Governors with detailed knowledge of what is happening in school to improve outcomes for all pupils, who have the ability to hold school leaders to account to ensure they're working towards achieving the schools aims and vision
Governors continue to support the school in its work with the LA to develop the supported internship programme as it recognises this route as one of the most valuable in terms of our students gaining employment.	Employment gained by one of the interns last year, the other is completing a hospitality college course after completing the internship programme. The supported internship programme has increased to 6 interns supported by 2 job coaches. Increased collaboration between schools to develop and expand programme
Governors introduced the SLiCE (Specialised Leader in Cultural Education) role to school. Governors understand the importance of cultural opportunities and access to the Arts	Students learn transferable skills to the classroom. Builds the self-esteem and confidence of students. A culture of growth mindset embedded, staff and students have high expectations in terms of achievement.
Assessment	
Governors hold senior leaders to account e Ensuring that the system is robust, evidences progress, and informs school improvement.	Governors can confidently hold leaders to account in terms of pupil progress across school and contribute to whole school development/improvement.
Self review	
Through a skills audit, discussion and debate in focused session governors have undertaken self-review, reflecting on their personal contributions to the board, demonstrating and developing their commitment to improvement, identifying areas for development and building on existing knowledge and skills.	Highly skilled and knowledgeable governors who drive forward school improvement improving outcomes for students.



GOVERNOR IMPACT REPORT 2018

Governors have taken-up opportunities, when appropriate, to attend training and any other opportunities to develop knowledge, skills and behaviours.

Governors who update their skills regularly in order to drive the school forward.