

What impact is the Governing Body of Oakfield Junior School having on outcomes for pupils?

The governing body has three core functions:

- Ensuring clarity of vision, ethos and strategic direction;
- Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff; and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

The table below provides an outline about how the Governing Body has fulfilled these functions and contributed to the continued improvement and success of the school in the last year.

Actions	Impact
Leadership restructuring Sept 2018: 2 AHTs, SENDCo/Head of Centre	<ul style="list-style-type: none"> • AHT leading on assessment and maintaining the high standards and consistency; AHT leading on Pupil Premium and narrowing the gap in attainment; SENDCo leading on narrowing the gap in attainment.
Governors Vision statement finalised, and Governor Development Plan 2018-19 written to support the school through high- quality governance (Spring 2019)	<ul style="list-style-type: none"> • Governors aware of the raised expectations of school governance, how governors can contribute to and support continued school improvement.
Governor monitoring tightened up during the year aligned with the Whole School Monitoring Schedule.	<ul style="list-style-type: none"> • Nominated subject/priority governors have monitored their areas alongside Subject /Senior Leaders increasing their knowledge of provision and outcomes, providing feedback to FGB.
CPD funding allocated for whole staff INSET on Staff Wellbeing and governor training session 19/06/19. Staff questionnaire completed (Spring 2019)	<ul style="list-style-type: none"> • Training has allowed the school & staff to better understand the pressures on staff in school and strategies to reduce and manage those pressures. Questionnaire feedback has increased governors understanding of staff needs and wants.
Governors have received termly data updates from Senior Leaders for all groups of children across all year groups with useful detailed analyses. Link Governor allocated for Pupil Premium & SEND groups. Governors have asked meaningful, challenging questions around the data and in particular PP, More Able and SEND children. Focus in SIP visit (April 19)	<ul style="list-style-type: none"> • Senior Leaders and staff are clearly focused on closing the gaps in attainment and securing outstanding outcomes for all children.
The Safeguarding Governor makes termly checks on the Single Central Record and has carried out 'snapshot' visits on safeguarding practice in school e.g. Educational visits, medicines in school. The annual Safeguarding Audit was completed with HT and Deputy DSL (January 2019). Termly Reports given to FGB.	<ul style="list-style-type: none"> • The school is fully compliant with Safeguarding procedures and governors are confident that the school has a strong safeguarding ethos and practice.
HT Performance Management Review completed, Aut Term 2018, by governors, supported by SIP, ensured robust targets were set for the HT, as part of her appraisal; termly review meetings held. Appraisal process for all staff was shared with governors.	<ul style="list-style-type: none"> • All staff have clear expectations of their performance during the year, linked where appropriate to pupil progress and attainment.
Introduced 'Governors Spotlight' item (Spring 19) termly on school newsletters to increase awareness in the school community of the role of governors and their impact on continued school improvement.	<ul style="list-style-type: none"> • Increased parental and community awareness of governors' roles and increased parental engagement helping to ensure parents views are heard and included in future plans.
Governors have played an important part in discussions around the difficulties surrounding budget constraints this year. 2019-20 Budget agreed April 19.	<ul style="list-style-type: none"> • Regular half termly meetings held with School Business Manager to ensure budget remains on track and school needs are met as far as possible.

Actions	Impact
Governors appointed two new members to the governing body in the Autumn Term. Induction process has included training, support and shadowing.	<ul style="list-style-type: none"> • Governance can be shared across all governors and can support school leaders to secure continued school improvement.
A governor has undertaken termly Health & Safety inspections with HT & Site staff; termly report to FGB.	<ul style="list-style-type: none"> • Governors have a good understanding of the premises needs and impact on financial planning, informing whole school safety and statutory compliance.
Succession planning successfully enabled a new Chair of Governors to be appointed December 2018.	<ul style="list-style-type: none"> • FGB continues to be a strong proactive team focused on supporting Senior Leaders and staff to secure continued school improvement.
Headteacher and Chair of Governors have met regularly to discuss school matters arising.	<ul style="list-style-type: none"> • Good working relationship established between Headteacher and Chair, facilitating the smooth running of the governing body.
Governors supported the new approach to teaching of PSHE including RSE across the school and monitored impact with PSHE Subject Leader and curriculum visits.	<ul style="list-style-type: none"> • Improved continuity and consistency of provision in PSHE including RSE. • Reduced workload for CTs • Good feedback from staff, children, parents
Behaviour monitoring and feedback from HT termly to FGB to ensure positive impact of new strategies introduced this year.	<ul style="list-style-type: none"> • Tighter process for monitoring behaviour to identify frequent offenders, enabling earlier intervention. Process audited & recognised by external assessor. • Clear expectations of parental /others behaviour in line with NGA and Surrey best practice - not just ensuring compliance but that there is a vehicle to protect staff from unreasonable pupil/parental behaviour.
Pupil Questionnaires shared with governors and discussed with staff.	<ul style="list-style-type: none"> • Increased understanding of the pupils' perception of the school and how to further improve the school to meet their needs.
Governors oversight of the curriculum achieved through Link governor discussions with staff and pupils, learning walks with Subject Leaders and book scrutinies. Governor Visit reports shared with all governors and discussed. Subject Leader updates and SDP progress reported to governors termly.	<ul style="list-style-type: none"> • Governors have a good understanding of the curriculum in place, its strengths and areas for development and any financial implications for budget planning.
Governors have encouraged and supported school in pursuing various subject quality marks through liaison with Subject Leaders.	<ul style="list-style-type: none"> • Improved continuity and consistency of provision in identified subject areas.
School policies reviewed and approved by governors in line with the school Policy Matrix.	<ul style="list-style-type: none"> • School has clear policies and procedures in place to support the safety of pupils and the smooth running of all aspects of the school community.
Governor CPD Record has been maintained and governors have been encouraged to attend in-school and external training and complete on-training training. New evaluation/feedback form has been introduced.	<ul style="list-style-type: none"> • Governors have been able to identify and share personal and other governor actions arising from the training activity, leading to increased governor knowledge of current issues and best practice.
GVO has been used effectively by all governors, staff and Clerk to support the regular cycle of meetings for business, curriculum and financial planning.	<ul style="list-style-type: none"> • Easier information sharing, feedback and discussion helping meetings to run more effectively in a timely manner.
Governors have participated in various local governor networks with reporting back to FGB.	<ul style="list-style-type: none"> • Increased governor knowledge & understanding of the local school communities and the sharing of ideas and best practice to further improve the performance of our school.