

**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 (GB) has fulfilled these functions and contributed to the continued improvement and success of the school in the last year.

<b>Actions</b>	<b>Impact</b>
Governors re-appointed a co-opted governor to the governing body in the Autumn Term 2020 and a new Parent Governor was voted by parents. Induction process includes training and support.	<ul style="list-style-type: none"> <li>• Governance can be shared more widely across all governors and can support school leaders to secure continued school improvement.</li> </ul>
Governors appointed link governors and committees to meet statutory responsibilities and school improvement priorities.	<ul style="list-style-type: none"> <li>• Governors were able to meet their statutory responsibilities and increase governor understanding of key aspects of the school.</li> </ul>
A governor completed a website audit to ensure compliance and presented a report to the Governing Body.	<ul style="list-style-type: none"> <li>• Governors were able to ensure that the school website met its statutory responsibilities and provide accurate relevant information to parents and the wider community.</li> </ul>
Governors contributed to the development of the Strategic Plan 2021-2024 identifying areas for the development of the school over the next 3 years.	<ul style="list-style-type: none"> <li>• Governors have a good understanding of the school's priorities for the next three years and how the annual School Improvement Plans align with the Strategic Plan to aid monitoring.</li> </ul>
Governor Development Plan 2020-21 written to support the school through high- quality governance and monitored termly.	<ul style="list-style-type: none"> <li>• Governors aware of the raised expectations of school governance and how they can contribute to and support continued school improvement.</li> </ul>
Governors' Virtual Office (GVO) on-line workspace 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"> <li>• Easier information sharing, feedback and discussion helping meetings to run more effectively in a timely manner.</li> </ul>
Succession planning continues to be a focus for the governing body through shared responsibilities, rotation of chairing meetings and external training.	<ul style="list-style-type: none"> <li>• GB continues to be a strong proactive team focused on supporting Senior Leaders and staff to secure continued school improvement.</li> </ul>
Governors received regular updates of the school's pandemic Risk Assessment and ensured that a copy of it was also available on GVO and the school website.	<ul style="list-style-type: none"> <li>• Governors were kept up-to-date with the latest guidance in line with national and local requirements, ensuring that pupils, staff and families were kept safe as far as possible.</li> </ul>
Governor monitoring of key subject areas continued this year aligned with the Whole School Monitoring Schedule. Governors oversight of the curriculum achieved through subject governor discussions. Learning walks and book scrutinies with Subject Leaders have not been possible due to COVID 19 restrictions. Year Group Link governors have oversight of the wider curriculum within each group. Governors have received Governor Visit reports and Subject Leader reports to increase their understanding of curriculum provision at Oakfield and its strengths and areas for development.	<ul style="list-style-type: none"> <li>• Nominated subject governors and Year Group governors increased their knowledge of provision and outcomes, providing feedback to GB to ensure all governors were able to have a strategic overview of the school's curriculum strengths and areas for development.</li> <li>• All governors have increased their knowledge and understanding of the curriculum on offer at Oakfield and any financial implications for budget planning.</li> </ul>
Staff have shared information relating to the expectations of the curriculum e.g. Subject Intent	<ul style="list-style-type: none"> <li>• Governors gained an increased understanding of the expectations of the curriculum and how they</li> </ul>

Actions	Impact
statements. Key governors attended external School Improvement Partner (SIP) school visit focusing on Writing, PSHE and Maths.	can support subject leaders to further develop and demonstrate the strengths of the curriculum provision at Oakfield.
Governors monitored the implementation of the school's remote learning offer during school closures through liaison with Senior Leaders and subject leaders, oversight of the remote learning plan and engaging in remote learning activities. Questions were asked regarding those pupils not able to access on-line learning and an understanding gained of the available support on offer.	<ul style="list-style-type: none"> <li>Governors ensured that pupils were continuing to access a high-quality learning and teaching curriculum enabling them to continue to make progress throughout school closures.</li> </ul>
Senior Leaders shared the school's review of interventions supporting investment in new and existing intervention sessions for English, Maths and pupil wellbeing. Funding approved for online systems to be used to support pupil well-being and safeguarding e.g. CPOMS & Thrive online tool	<ul style="list-style-type: none"> <li>Governors gained an increased knowledge of the needs of some groups of pupils and the approaches required to enable them to make expected or better academic and social/emotional progress. Governors were able to make strategic financial decisions to support these interventions.</li> </ul>
Governors have received termly attainment and progress data updates from Assistant Head Teacher (AHT) leading on Assessment for all groups of children across all year groups with useful detailed analyses. Governors have asked meaningful, challenging questions around the data and in particular PP, More Able and SEND children.	<ul style="list-style-type: none"> <li>AHT leading on assessment maintaining the high standards and consistency; Senior Leaders and staff are clearly focused on closing the gaps in attainment and securing outstanding outcomes for all children.</li> <li>Governors have a secure strategic overview of actions and impact on pupil attainment and progress.</li> </ul>
Detailed analysis of data relating to Pupil Premium & SEND group received by governors. Link Governor allocated for Equalities and Inclusion liaised closely with Senior Leaders leading on Pupil Premium and SEND Pupils	<ul style="list-style-type: none"> <li>Increased governor strategic oversight of outcomes gained from AHT and SENDCo leading on Pupil Premium/SEND focus on narrowing the gap in attainment for these groups of pupils.</li> <li>Focus of external School Improvement Partner (SIP) visit involving governors (Sept 19) when school was judged to have consistent good and outstanding practice.</li> </ul>
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 (Dec 2019). Termly Reports given to GB.	<ul style="list-style-type: none"> <li>The school is fully compliant with Safeguarding procedures and governors are confident that the school has a strong safeguarding ethos and practice.</li> </ul>
HT Performance Management Review completed, Autumn Term 2020, by governors, supported by SIP, ensured robust targets were set for the HT, as part of her appraisal and review meetings were held.	<ul style="list-style-type: none"> <li>Clear robust appraisal systems in place for all staff ensuring clear expectations of their performance during the year, linked where appropriate to pupil progress and attainment.</li> </ul>
Appraisal process for all staff was shared with governors. Pay and Review governors committee met (September 20) to approve pay recommendations in line with Pay Policy and national guidelines.	<ul style="list-style-type: none"> <li>Robust system in place for staff appraisals overseen by governors ensures a fair review of staff performance and pay reviews in line with local and national guidelines.</li> </ul>
Governors have played an important part in discussions around the difficulties surrounding budget constraints this year. 2021-22 Budget agreed April 21. Regular remote meetings held with School Business Manager and key governors.	<ul style="list-style-type: none"> <li>Monthly financial reports received by all governors ensure oversight of finance procedures and budget monitoring.</li> <li>Governors able to ensure budget remains on track and school needs are met as far as possible. In a timely manner.</li> </ul>

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	<ul style="list-style-type: none"> <li>Finance identified for school improvement priorities such as new IT equipment, curriculum resources, teaching space improvements.</li> </ul>
<p>Schools Financial Value Standard (SFVS) completed by Link Governor and key staff and shared with governors and school staff for submission to the Local Authority. (March 21).</p>	<ul style="list-style-type: none"> <li>SFVS enables governors to meet their statutory financial responsibilities and is part of the Local Authority's monitoring of school effectiveness.</li> </ul>
<p>Link Governor has undertaken termly Health &amp; Safety inspections with Head Teacher &amp; Site staff and submitted termly report to GB.</p>	<ul style="list-style-type: none"> <li>Governors have a good understanding of the premises needs and impact on financial planning, informing whole school safety and statutory compliance.</li> </ul>
<p>Health &amp; Safety inspections and Safeguarding visits identified concerns for pupil safety relating to the school entrances, carpark and fencing. Discussions between governors and staff agreed the need for new fencing and arrangements at the front and back of the school.</p>	<ul style="list-style-type: none"> <li>School finances reviewed by governors and funding identified for the installation of the new gates and fencing at the entrances and perimeter of the school, improving pupil safety.</li> </ul>
<p>Headteacher and Chair of Governors have liaised regularly to discuss school matters and ensure the needs of pupils, staff and parents have been met.</p>	<ul style="list-style-type: none"> <li>Good working relationship established between Headteacher and Chair, facilitating the smooth running of the school.</li> </ul>
<p>Behaviour monitoring and feedback from HT termly to GB. Governor monitoring of pupils' behaviour around the school noted in Governor Visit Reports to GB.</p>	<ul style="list-style-type: none"> <li>Governors assured of continued consistent excellent behaviour across the school. Tighter process for monitoring behaviour identifies frequent offenders, enabling earlier intervention. Process audited &amp; recognised by SIP.</li> </ul>
<p>Governors adopted the Local Authority's policy for 'Keeping Schools Safe from Abuse, Threats and Violence' (Autumn 2020).</p>	<ul style="list-style-type: none"> <li>Clear expectations of parental /others behaviour in line with National Governor Association and Surrey best practice - not just ensuring compliance but that there is a vehicle to protect staff from unreasonable pupil/parental behaviour.</li> </ul>
<p>Pupil, Parent and Staff Questionnaires results shared with governors. Governors usually attend parents' evenings and school community events and actively seek parents views but this was more difficult this year due to the pandemic. Pupil, Staff and Parental surveys were shared with governors to give governors a greater understanding of the views of stakeholders.</p>	<ul style="list-style-type: none"> <li>Increased understanding of the pupils', parents' and staff perception of the school - how it has responded to the pandemic and how to further improve the school to meet their needs.</li> </ul>
<p>School policies reviewed and approved by governors in line with the school Policy Matrix.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Governor Training Record has been maintained and governors have been encouraged to attend in-school and external training and complete evaluations/feedback forms shared with GB.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p>Governors maintained contact with HT, staff and other governors as far as possible during pandemic to support the running of the school and the continued education of pupils. Virtual meetings were held to enable discussion, sharing of information and decision making to enable the school to continue to function and move forward.</p>	<ul style="list-style-type: none"> <li>Governors acknowledged the dedication and hard work of the staff during difficult circumstances this year, enabling pupils to maintain their learning as far as possible given their home circumstances.</li> <li>Key school priorities continued to be addressed e.g. school entrances and fencing , IT equipment updates, staffing needs, new breakout rooms; refurbishment of boys toilets; internal</li> </ul>

<b>Actions</b>	<b>Impact</b>
	re-decoration and health and safety requirements for the safe re-opening of school.
Training funding allocated to ensure all staff have access to high-quality training opportunities	<ul style="list-style-type: none"><li>• Training has allowed the staff to develop professional and ensured all staff are aware of new expectations (local, national, Ofsted)</li></ul>