

Oakfield Primary School
Board Impact Statement 2021/2022

The board of governors has three core functions as set out by the DfE

- **To ensure clarity of vision, ethos and strategic direction**
- **To hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff**
- **To oversee the financial performance of the school and make sure its money is well spent**

Our board and its timetable of work is structured to enable us to focus on these.

To ensure that we are meeting these functions and to measure our effectiveness we have:

- Reviewed our Full Governing Body and Committee Terms of Reference and calendar of work
- Reviewed the membership of the board and ensured we have the skills and knowledge we need to enable us to do our work and recruited new governors
- Individually considered our training and development needs and submitted these to create a board development plan
- Held an evaluation of our effectiveness Summer 2021 term
- Reviewed the no committee approach and reinstated the Resources Committee
- Appointed additional Vice Chair to develop succession planning
- Maintained a successful working relationship with the Soft Federation

During the year we hold half termly meetings of the full board and a minimum of a termly meeting for the resources committee and a progress meeting. A standing committee meets termly to steer the work of the board and set agendas.

The board consults regularly with staff, children and parents. Sometimes this is on a specific topic using questionnaires and sometimes by informal meetings and conversations and through a Parents' Panel which a governor attends.

IMPACT STATEMENT

Core Governance Function	What we have done	Next Steps
<p>To ensure clarity of vision, ethos and strategic direction</p>	<ul style="list-style-type: none"> • Strategic aims document approved • The board approved the annual School Development Plan which focused on delivery of specific aspects of this strategy • Set and embedded vision • Motto: to raise awareness and embed our ethos <p><i>IMPACT - Everyone has a clear statement of direction. Decisions made concerning budgets, targets and objectives can all be set in line with this strategy. Leadership of the school is clear and effective</i></p> <p><i>IMPACT - Strong focus on inclusion, valuing diversity and outcomes for ALL pupils</i></p> <ul style="list-style-type: none"> • Restructured curriculum teams to develop, strengthen knowledge across an 8-year curriculum <p><i>IMPACT – The board directed the intent of the curriculum offer through the clear strategy and strong emphasis on our school values.</i></p>	<ul style="list-style-type: none"> • To continue to receive regular updates on progress towards the strategic aims through the termly Headteacher's Report • To monitor progress towards the SDP through visits to school and reports from senior leaders • Continue to monitor • Link Governor's now aligned to priorities <ul style="list-style-type: none"> • To monitor the impact of the new curriculum on children's learning and development.

<p>To hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff</p>	<ul style="list-style-type: none"> • The Progress Meetings and Full Governor meetings were used to scrutinise pupil data, ask challenging questions of the Headteacher as appropriate. • Regular termly link visits focusing on aspects of the School Development Plan • The board asks for termly data for all pupils and challenges the Senior Leaders where pupils appear to be off track, reviewing due to Covid and lack of testing available <p><i>IMPACT - No one is complacent, standards in attainment are good as shown by the latest National Testing data</i></p> <p><i>Clarity and awareness from all pupil groups</i></p> <p><i>Awareness of wider curriculum subjects including Reading, Writing and Maths</i></p> <p><i>IMPACT - From our termly monitoring visits, discussion with the HT about curriculum and our values, and meetings with subject leaders, and against a backdrop of deficit</i></p>	<ul style="list-style-type: none"> • To review the effectiveness of the work of the committee and the impact of the monitoring visits to school • Continue to scrutinise and challenge outcomes • To monitor the effectiveness of this provision • Monitor and assessment of wider curriculum • To continue to ensure that all groups of learners including SEND/disadvantage are accessing and being challenged by the curriculum.

	<p><i>budget recovery plan, we agreed to the purchase of a new Personal, Social, Health and Citizenship Education (PSHCE) programme of work. This will deliver a much-improved scheme across all year groups and ease staff workload</i></p> <ul style="list-style-type: none"> • The board spent time monitoring EYFS in light of Ofsted priority • The board approved the changes to staffing to ensure children's learning and development maximised. <p><i>IMPACT – The percentage of children achieving GLD improved to 65.2 but we still want this figure higher.</i></p> <ul style="list-style-type: none"> • The board set the performance objectives for the Headteacher taking care to align them with delivery of the Strategic aims and annual school development plan. • The board values all the staff in the school and received assurances from the HT that staff performance was managed in line with this strategy and due consideration is given to personal development of the staff INCLUDING TAs. 	<ul style="list-style-type: none"> • To continue to monitor provision in EYFS • The board will receive regular updates about progress towards these objectives.
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	<p><i>IMPACT – all performance objectives are set in line with strategic aims to ensure continual school improvement and the personal development of our staff.</i></p> <p><i>IMPACT - Phonics and Early Years is a focus for peer leader visits, purchased new resources, external validation received from external advisors and new phonics scheme introduced</i></p>	<ul style="list-style-type: none"> • Monitor progress of children
<p>To oversee the financial performance of the school and make sure its money is well spent</p>	<ul style="list-style-type: none"> • Resources Committee reinstated • The Resources Committee ensured that funds were directed to enabling the delivery of the School Development Plan • The Resources Committee coordinated visits to school to look at Health and Safety and reports back to the committee • The Resources Committee approved the setting the budget and a 3-year plan to recover to a balanced budget • The Resources Committee supported the headteacher in the restructuring of staffing to deliver the required savings including the appointment of 3 ECT's. • The head teacher is very analytical and strategic to support and to maximise funds by employing 3 ECT's when reviewing staffing and building capacity for non-contact time and 	<ul style="list-style-type: none"> • To review the effectiveness of the work of the committee and the impact of the monitoring visits to school • Evaluate impact to the change of the staffing structure

	<p>developed capacity within the Leadership team in regards to SEND</p> <ul style="list-style-type: none"> • The Resources Committee closely monitored spending through meetings with the Head teacher and Peri-Bursar • School made the decision to spend the catch-up funding on IT • Ensured all governors had up to date finance training <p><i>IMPACT - through this close monitoring the school is improving significantly although the original 3-year target will not be met due to unplanned costs from government initiatives and the need to mitigate risks to educational standards.</i></p> <p><i>IMPACT: SEND is good to be great</i></p>	<ul style="list-style-type: none"> • To continue quarterly reporting to LA as required
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