

Oakfield Primary School

Board Impact Statement 2024/2025

The board of governors continues to fulfil its 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. This year, our work is closely aligned with the school's key priorities and strategic aims for 2024/25.

Core Governance Function	What we have done (2024/25)	Next Steps
To ensure clarity of vision, ethos and strategic direction	- Approved and monitored the implementation of the 2024/25 Key Priorities, including raising attainment in writing, reading, and for higher prior attainers. - Ensured the curriculum remains ambitious, challenging, and inclusive, with a focus on vocabulary, oracy, and the application of knowledge across all subjects. - Supported the development of strong relationships with parents and external partners, and promoted the school's outward-facing approach. IMPACT – The school's vision and strategic direction are embedded in all aspects of school life. There is a clear focus on inclusion, high expectations, and the well-being of every child.	- Continue to receive regular updates on progress towards strategic aims via the Headteacher's Report and progress meetings. - Monitor the impact of curriculum developments, especially in writing, reading, and for disadvantaged/SEND pupils. - Evaluate the effectiveness of external partnerships and parental engagement.

To hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff	- Scrutinised pupil data and challenged leaders on progress in writing, reading, and for higher prior attainers. - Monitored the impact of interventions for disadvantaged and SEND pupils. - Oversaw the implementation of new assessment and moderation processes, including the use of NFER materials and peer review. - Supported staff development through CPD, peer coaching, and targeted training. IMPACT – Standards in attainment and progress are improving, with robust systems in place for monitoring and challenge. Staff are well supported and held to account for pupil outcomes.	- Continue to monitor the effectiveness of interventions and support for all pupil groups. - Review the impact of staff development and CPD. - Ensure that all groups of learners, including SEND/disadvantaged, are accessing and being challenged by the curriculum. - Monitor the impact of new assessment procedures and moderation cycles.
To oversee the financial performance of the school and make sure its money is well spent	- Ensured resources are allocated to support key priorities, including investment in reading materials, phonics programmes, and staff development. - Monitored the impact of spending on pupil outcomes, including the use of catch-up funding and sports premium. - Supported the headteacher in strategic staffing decisions to build capacity and maintain high-quality provision. IMPACT – Financial decisions are closely aligned with school priorities, ensuring value for money and improved outcomes for all pupils.	- Continue to review the effectiveness of resource allocation and its impact on learning. - Monitor the financial implications of curriculum and staffing developments. - Ensure ongoing training for governors in financial oversight. - Evaluate the impact of wraparound and extracurricular provision on pupil well-being and attainment.