

## Impact of Governing Body 2022-23

Detailed minutes are in place for all committee meetings and all governors complete a Note of Visit that is linked to their strategic role and the whole school vision after a visit takes place.

<b>Core purpose</b>	<b>Actions</b>	<b>Impact of governor involvement – What improvements have been secured?</b>
<p><i>Ofsted 2019 'Members of the governing body are extremely knowledgeable and capable. They have a broad skill set that enables them to give both appropriate challenge as well as support to leaders. They carry out their statutory responsibilities effectively. Governors know the school very well and share, with leaders and staff, the vision for the school. Governors are highly reflective and can identify the improvements to the school that have made a difference to pupils' overall outcomes.'</i></p>		
<p>Ensuring statutory duties are met, the curriculum offer is appropriate</p>	<p>Review of Single Central Register – governor checked processes including recording procedures.</p> <p>Governors check the safeguarding procedures for the school each term. They complete a safeguarding audit during the summer term. Safeguarding governor attended appropriate training.</p> <p>All governors completed safeguarding training, including Prevent. All governors are kept up to date with changes to Keeping Children Safe In Education document; updates sent via email and shared at meetings.</p>	<p>Safeguarding procedures are robust</p> <p>All governors check that procedures are robust. <i>'A governor, with responsibility for safeguarding, checks records and procedures every term to ensure compliance and good practice.'</i> Ofsted 2019</p> <p>All governors kept up-to-date with new information. Governors are aware of their statutory duties for safeguarding. '</p>
<p>Setting the vision and strategic direction of the school</p>	<p>Appointment of new headteacher</p> <p>Policies were reviewed eg Educational visits, Behaviour, Safeguarding</p> <p>The Annual Health and Safety audit was completed</p> <p>Review of School Development Planning –termly- through HT report and data analysis.</p>	<p>Effective arrangements made for smooth transition between heads ensuring stability for school.</p> <p>These were shared with staff and governors, and placed on website if appropriate.</p> <p>A governor joined a staff member to audit the condition of the buildings and equipment both indoors and outdoors. From this actions were identified an action plan has been agreed for the year ahead. H&amp;S procedures are in place/ robust.</p> <p>GB reviewed the impact of SDP each term and check actions for the term ahead. Impact of SDP against data given to governors in advance of meetings and individualised questions set for head who then responses during meeting time.</p>

	<p>Governors with responsibilities monitor progress against school improvement plans. They visit to ensure that they are clear that what is being planned for is translating into school life and aids school improvement.</p> <p>SEN governor monitored support for pupils at risk of not reaching expected levels of development.</p>	<p><i>Governors morning completed and other visits this year were organised based around subjects/ headteacher's appraisal etc, and governors checked upon Wellbeing of staff and pupils. SEN visits were also completed</i></p> <p>Intervention groups are organised and timetabled with staff members leading these groups identified. Impact of intervention given during meetings and discussions regarding additional spending and finance based around the impact of this intervention and value for money moving forward.</p>
<p>Holding the head teacher to account for its educational performance</p>	<p>SEND Link governor meeting with SENDCo</p> <p>Analysis of Ofsted data dashboards and school internal data.</p> <p>Setting the PM targets for the head teacher</p> <p>School has developed well being curriculum and well being garden. Well being questionnaires for staff and wellbeing actions completed to support staff</p> <p>New strategies introduced by school are monitored by GB to see if they are effective. All governors attend a morning in school, and attend appropriate extra visits according to their roles.</p>	<p>We continue to meet the SEN code of practice and that parents and carers have access via the internet which shows the provision we provide, and how we support our children with Special Educational Needs and Disabilities and their families. Monitor that statutory requirements are met. Inclusion Mark support.</p> <p>Full GB ensure that SDP actions match needs of school. Data meeting with Chair to review initial findings and set out discussion points for next GB meeting.</p> <p>Chair, vice-chair and HT meet with School Improvement Advisor set challenging targets as part of the PM review.</p> <p>Governors have supported head teacher's focus on well being for both staff and children</p> <p>School is developing strategies that move learning forward and support pupils' development.</p>

<p>Ensuring financial resources are well spent</p>	<p>The whole school budget was agreed for 2022/23</p> <p>The personnel and finance committee keep track of the school budget. Chair of finance checked budget each month.</p> <p>Schools Financial Value Standard - Audited and checked school spending and evidence. School fund audited. Friends of meadows funds audited.</p> <p>Pupil Premium Grant impact of the pupil 2022/23 is checked (use of budget to support progress of children in receipt of PP), and planned spending for this school year 22-23. This is reported on the school website. This has been updated throughout the year as appropriate.</p> <p>School Sports funding check – governors check the use of the sports premium and agree the action plan for the year.</p> <p>Agreed Pay Policy and staff appraisal</p>	<p>The agreed budget for the year ahead has allowed current staff to be maintained, this has been challenging due to budget restrictions and increased staffing costs</p> <p>Ensure the school is working within the limitations of the budget and that money is matched to the priorities from the school development plan. The committee monitor the budget on a termly basis to support them in making decisions about staff, resources to support pupils and maintaining the fabric of the building.</p> <p>The budget is managed effectively. Processes and procedures are robust. Governors have external checks of budget procedures.</p> <p>The impact of the use of the PPG was documented on the action plan using information from school's data dashboard and school's internal data for all year groups.</p> <p>The impact of the Sports funding was evaluated/ checked that action plan was effective in increasing pupil participation.</p> <p>There is a clear link between teachers' appraisal and pay clearly communicated to staff. Targets are measurable and relate to teaching and learning and pay scale. Indicators were agreed to be used to support reviewers in making a judgement on successful PM review. Checking that pay matches performance. Staffing structure checked to strengthen school improvement/ clear delegation of responsibilities.</p>
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