

# Impact of Governing Body 2018-19

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.

Core purpose	Actions	Impact of governor involvement - What improvements have been secured to pupil outcomes, behaviour and safety, leadership and management? <i>(ofsted feedback in blue)</i>
<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 safer recruitment training. GDPR 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.</p> <p><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>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>Governors with responsibilities monitor progress against school improvement plans. They attend a governors morning 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>Annual report to parents written. Annual report to parents was agreed and published to parents on school website.</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. Monitor that plans to continue to improve achievement are in place.</p> <p><i>Ofsted 2019- 'The additional visits governors make to the school enable them to have a first-hand experience of life at Meadows. In addition to link governor visits, the annual 'governor morning' visit is well attended. Governors meet with subject and phase leaders, visit classes via a pupil-guided tour and have lunch with the pupils. Governors then formally report back their findings at the next governing body meeting. As a result, they have first-hand experience and understanding of the work of the school.'</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>Parents kept up to date with GB support for school. Information letter sent out and Governors presence at in school events and new pupil induction.</p>
<p>Holding the head teacher to account for its educational performance</p>	<p>SEND Link governor meeting with SENDCo</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</p>

	<p>Analysis of ASP/ 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. Considered developing new AFL policy to support reduced workload for teachers.</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>Attended and supported SLT during Ofsted inspection March 2019</p>	<p>statutory requirements are met.</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. Review against school data made and additional questions/challenge of data made prior to meeting through e mail to head.</p> <p>Chair, vice-chair and HT meet with School Improvement Advisor to 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. All new initiatives are delivered by lead staff to the governing body at the Governor morning to inform them of the rationale behind and the proposed impact on targeted groups.</p> <p><i>Ofsted report outcome- outstanding. Recognition of the impact of the work of our the governors</i>  <i>'Governors both challenge and support leaders because they take the time to get to know all aspects of the school's work. They hold leaders to account well.'</i>  <i>'The inspirational leadership of the headteacher, combined with and a knowledgeable and committed team of staff and governors, ensures an outstanding experience of education for all pupils'.</i>  <i>'The headteacher has developed a cohesive and collaborative leadership team'</i></p>
<p>Ensuring financial resources are well spent</p>	<p>The whole school budget was agreed for 2018/19</p> <p>The personnel and finance committee keep</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 (pension backfunding etc)</p> <p>Ensure the school is working within the limitations of the budget</p>

	<p>track of the school budget. Chair of finance checked budget each month.</p> <p>Governors monitored spending against the budget (monthly)- this has been more difficult since April 17 (change of system to Liberata- which is still experiencing difficulties).</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 2017/18 is checked (use of budget to support progress of children in receipt of PP), and planned spending for this school year 18-19. 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>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. <i>'The use of additional funding is planned purposefully and is based on the information that the school gathers about the pupils. For example, leaders have invested in weekly support from a speech and language therapist, as well as additional training for staff. This enables the significant number of pupils with speech, language and communication difficulties to receive high-quality support. Funding has also strengthened the 'quality first' teaching in class, ensuring that teachers have high expectations of all pupils, including those who are disadvantaged, or those with SEND.'</i> Ofsted 2019</p> <p>The impact of the Sports funding was evaluated/ checked that action plan was effective in increasing pupil participation. School attained platinum sports mark. <i>'The physical education (PE) and sports premium funding for primary schools is used to provide excellent PE and sport opportunities for pupils. Leaders and governors ensure that the use of all additional funding is checked regularly to make sure it is having a positive impact on pupils' outcomes. Pupils engage in a variety of activities, including those that promote healthy diets and exercise.'</i> Ofsted 2019</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</p>
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	<p>Governors agree funding to support external reviews of the school.</p>	<p>delegation of responsibilities. Outside courses and CPD utilised to improve staff expertise and knowledge, this is then feed back into school through staff INSET and presentations also made to Governors.</p> <p>Validation of the school's strategy, processes and results. 'Governors use the information that leaders give them to challenge leaders suitably, with questions such as, 'How do you check that monitoring is robust?' In addition, they support the frequent external checks on the school and use the reports from these checks to further scrutinise and validate the information they have been given by leaders.' Ofsted 2019</p>
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