



The Governing Board Strategy

“Learning and Growing Together”

2018-2019



Our Role at St Oswald's

St Oswald's School's Governing Board works to ensure we have happy children who have access to the best possible opportunities in education. We ensure the school maintains its distinctive Christina Ethos where the community 'Learns and Grows Together'

To achieve this and to be as effective as we can, the Governing Board has developed this strategy, which sets out our vision for the school. It is our role to challenge measure and monitor the school's progress against it.

Driving Forward Improvements

For 2018-2019 our strategy centres around challenging the schools work in 10 core areas, using a sub-committee structure and the skillsets of individual Governors. The core areas are:

- Effective Governance and the effectiveness of the school as a distinctive church school (including Training and Development and consideration of the schools future)
- Performance management
- Measuring Pupil performance, Teaching and Learning (challenging the use of sports funding and the Pupil Premium Grant)
- Finance
- Communications -including parental engagement and key relationships with the community
- Health and safety
- Safeguarding and Child protection/Looked After (LAC) and Special Educational Needs and Disability (SEND)/Attendance
- Early years/Nursery
- Pupil Wellbeing through developing wisdom, knowledge and skills; Spiritual Development, Character development and Living well together
- Online safeguarding



A Common and Clear Standard

To ensure we can provide the school with the best possible opportunities we work to a framework which sets clear goals for us. This focus is driven from three core documents and all are designed to dovetail with each other to ensure a co-ordinated and effective approach.

We work to 3 main documents;

1. the 10 core areas of Performance Review
2. the 20 questions of the Governing Body
3. the School Improvement Plan (SIP) and the Pupil Premium Strategy highlights the schools priorities for 2018-2019

The School Inspection for Anglican and Methodist Church Schools (SIAMs) evaluation document is also used by the Governing Board to ensure we maintain our distinctiveness as a Church School.

Context

The 10 core areas of performance Review

As a Governing Body we oversee the 10 core areas of our development through a committee structure or link Governor role.

Each of these core areas has a defined performance review where objectives are set out and we can show how we can make a positive impact upon the school and challenge it in the most effective way. These are our action points- KPI's

The 10 core areas are updated regularly so we can see the difference we make as a Governing Board and to ensure we constantly review and refine our activities.

The role of Governors within committees and within link roles is shown in [Appendix A](#).



The 10 Core Areas Performance Review with KPI's appears in [Appendix B](#).

To ensure the Governors understand their roles, and how we fit together as a Governing Board overall, our individual performance is reviewed and the objectives all documented, this information is included in the individual Governor reviews, which appear in [Appendix C](#).

20 Questions of the Governing Body

The Governing Body benchmarks itself against the "20 Questions We Should Ask Ourselves Document" located in [Appendix D](#)

These questions give us pointers to effectively govern the school.

The School Improvement Plan

The Head teacher and staff have a clear strategy to drive improvements across the school, which are detailed in the SIP and the priority documents to ensure we can support this school in these important areas. Our core areas are designed to dovetail in to these areas of improvement for maximum impact.

The Way We Work

We carry out work through;

- Full Governor Board Meetings which are held twice termly,
- Committee meetings held termly

- Link Governor visits to the school for specific purposes.

To ensure our visits are effective and meaningful we work to the National Governor Association (NGA) '*visits to schools protocol*' which appears as an enclosure in this report.



The Training We Receive

Being members of the Governing Board is something we take very seriously and undertake with pride for the children we aim to make a difference for. To help us work to the best of our ability we have our own training budget, which is allocated to programmes and courses of most need.

Wherever possible we also access free training and seek out opportunities to share best practice with other schools and education specialists.

Supporting the school;

The Governing Board supports the school in various ways- helping to support the schools ethos, as well as challenging and driving forward improvements for the school. We work with staff, parents and children in a number of areas including....

- Supporting annual Christmas and Summer Fairs
- Helping in classes across the school
- Supporting the events in church
- Attendance at Open Days
- The development of the school during the development of it becoming a Primary School
- The development of the Wraparound facility at school
- The consideration of a Nursery facility for families in the community



APPENDICES

Appendix A- the Role of the Governors

Appendix B- Performance Review with KPI's

Appendix C- Governors review and future responsibilities

Appendix D- 20 Questions for the Governing Board

Appendix E- Model Visits form



Appendix A; The role of Governors within the committee structures and the link roles

Committees

Committee	Chair	members				Remit
Admissions	Jann Dodd	Vee Monro	Di Mansfield	Chris Haycock		Appeals, in year admissions, SEND admissions
Appeals and Complaints	Vee Monro	Carol Brown				Follows through the complaints procedure once it has got passed HT
Learning and Teaching (L&T Committee)	Di Mansfield	Rebecca Wood	Leon Ball	Chris Haycock	David Coackley	Focuses on progress and achievement, data analysis, impact of SIP priorities, learning and teaching, subjects, PP
Resources for Learning (RfL Committee)	Rebecca Wood	Carol Brown	Vee Monro	Janet Wright		Finance, Human Resources, SFVS, Audit, Pupil Premium and Sports funding expenditure, Performance Management.
Climate for Learning (CfL Committee)	Darren Archer	Stephanie Shearer	Jan Dodd	Di Mansfield		Buildings, Health and Safety, Safeguarding, SEND, disadvantaged pupils
Foundation	Rebecca Wood	Chris Haycock	Janet Wright			Section 48, SIAM's inspection and self-evaluation
Primary School Status	Darren Archer	Rebecca Wood	Di Mansfield			Organisation of the school as it becomes a Primary School- with a particular focus on buildings.
HT's Performance Review	Janet Wright	Vee Monro	Carol Brown			Appraisal of HT



Link Governor Roles

Safeguarding (including Online safeguarding, LAC)	Stephanie Shearer
SIAM's Pupil Well-being and Spiritual development	Chris Haycock and Janet Wright
SEND and Pupil Premium	Jan Dodd and Leon Ball
Effective Governance	Carol Brown
EYFS	Vee Monro
Health and Safety	Darren Archer
Performance Management	Janet Wright



Appendix B- The 10 Core Areas of Performance Review

1. Effective Governance

Activity	Commentary/Impact KPI's
<p>Co-ordinate Governor visits to the school to ensure address SIP aims and meaningful visits</p> <p>Review of Governance on how we can support "Good or better" teaching</p>	<p>Calendar of dates set for the year. (Autumn 2018)</p> <p>NGA visit protocol shared (Spring term 2019)</p> <p>Review of Governance - focus work on the ASP (Assessing Pupil progress) and the IDSR</p>
<p>Evaluate performance against the KPI's set in the 10 core areas to ensure effective Governance</p> <p>Ensure a full governor audit of skills is completed and act upon any skills "gaps" identified. Undertake Governor performance review.</p>	<p>Committees ensure that they work to the KPI's and the Agenda reflects this. (at each Committee meeting)</p> <p>Audit of skills in Autumn term 2017</p> <p>Edubase has all Governor details , instrument of Governance document signed and completed, register of business and pecuniary interests signed and completed September 2018, Governor Profiles are updated and on website</p> <p>Governor website page completed and up to date.</p> <p>Code of Conduct for Governors reviewed April 2019</p> <p>Internal review of our Committees are undertaken annually</p>
<p>Work with HT to ensure SIP and SES are up to date and regularly reviewed and are reported to FGB</p>	<p>Review pf SIP termly and reported to FGB in HT's report termly.</p> <p>Governors attend SIP setting activity in March 2018</p> <p>All Governors receive SIP and updated SES termly</p>
<p>Co-ordinate communications across the board</p>	<p>KW communicates all dates, plans across the Governing Board</p>

Identify training requirements and allocate accordingly

Governors consider the use of Twitter/Facebook or social media platforms in order to promote the school.

Online Safeguarding as a priority- DM, RW and VM attend face to face training. SS attend school based training (Autumn term 2018 and Summer Term 2018 all Governors

Audit training- JW and CB and KW (Autumn Term 2018)

SES Training; All Governors (Autumn Term 2017)

SIAM's Training- JW Summer term 2018 All Govs Summer term 2018

**Annual events held to share New Plans with Community
Policy Review**

Annual Open Days

BW and KW update policies on a newly formed data base (Ongoing termly)

Schools Future

Continue to keep updated on Primary school status (Ongoing termly)

Work in association with HT and staff to keep abreast of Academy developments and or possible collaborations with other schools





Appendix B Continued;

2. Performance Management- Key Responsibility RFL committee

Activity	Commentary/Impact/KPI's
Ensure the HT has a performance review each year	School to book independent review- P Johnston
Ensure Governors are confident in the area of performance management and we can adapt it to understand the positive impact it has on the school's overall performance	Governing Board to use RFL committee to develop this area. Review of PM policy
Ensure staff performance reviews are undertaken	HT completes and reports on Teaching staff PM reviews Oct 2018 DHT completes and reports on TA staff reviews March 2019
Ensure performance reviews of Governing Board	Carol Brown oversees Skills reviews Septembers 2018



3. Measuring Pupil performance, Learning and Teaching - key Responsibility Learning and Teaching Committee

Activity	Commentary/Impact/KPI's
Further develop understanding of O track and measuring progress throughout the year	HT and DHT to discuss tracking systems and monitoring of progress link to outcomes during the year
Undertake Assessing School Performance (ASP)	Termly
Develop understanding of moderating work via book scrutiny	Undertake book scrutiny
Develop a deeper understanding of our own schools data linked to PP v non PP, EAL, boys/girls comparative data and compared to All national. Expected, above expected, exceeding, below exceeding. Understand who our vulnerable children are	Learning and teaching committee- use 'o-track', in house tracking and ASP to develop a profile of our school Identify where improvements have been made, next steps and where we need to make gains; Key lines of Enquiry Share best practice across the school- Early Reading and Phonics
Develop a profile of case studies linked to our vulnerable groups of children. Schools Priorities	Share case study file with Governors. SIP 2018-2019 Strategic Plan- 3 year plan Key Lines or Enquiry 2018-2019
Impact of Pupil Premium Funding	Investigate and ensure impact of funding on PP children. Progress they are making, interventions received, impact of these interventions. Progress against national 'All'
Impact of Sports Funding	Investigate Sports funding on well-being of children, academic

abilities of children- work in close conjunction with the PE lead



4. Finance; key responsibility of the Resources for Learning Committee

Activity	Commentary/Impact/KPI's
To complete actions from the Latest Audit	Actions completed by Feb 2018- continual review and updates
Continue to strategically monitor the school budget and have robust procedures to ensure careful controls are in place for the short, medium and long term	Undertake benchmarking activity Achieve SFVS- march 2019 Have 3 budget monitoring reviews presented to FGB each year.
To review staffing structure to ensure VfM and high quality Learning and teaching	Review of staffing structure Feb 2019

5. Communications; key responsibility of Kay Wright, Carol Brown, Rebecca Wood

Activity	Commentary/Impact/KPI's
Develop a full communications plan which drives parental engagement and ensures the staff, pupils and community receive regular and relevant information	Plan completed by Easter 2019
Website compliance	Review of website termly
Discussion with regards to school's Face book page /Twitter	Ongoing discussion during 2018

6. Health and Safety; Key responsibility of the Climate for Learning Committee (CfL)



Activity	Commentary/Impact/KPI's
Support the school with Health and Safety Compliance	Consider the Spring term annual Health and Safety review Consider all the risk assessments Adhoc check of all safety procedures within the school. (lock down procedures and fire safety)

7. Safeguarding and child Protection; key responsibility of Stephanie Shearer and CfL committee

Activity	Commentary/Impact/KPI's
SEND	Challenge SLT on the impact we are making with SEND children. How can we show the progress they are making? How is the funding being allocated to deliver measurable outcomes
Attendance	What impact do 'lates' have on children's attainment/achievement? What % of children are late? Have poor attendance? What are we doing? What impact is this having?
Policies S175 Safeguarding Audit	Ensure all policies are up to date in respect of Safeguarding Complete Safeguarding Audit January 2018 and review July 2018
Training	Governors complete Online Safety training Governors complete mandatory Safeguarding training Summer

term 2018
 Governors complete Prevent Training and FGM training.
 SS 'My Concern Safeguarding Training'

8. Early Years/ Nursery- Key Responsibility of Carol Brown, Di Mansfield, Jan Dodd, Rebecca Wood, Darren Archer



Activity	Commentary/Impact /KPI's
Tob continue to consider Nursery facilities to take into account 30 hours funding	Meetings established. Work in conjunctions with LA and Ladybirds playgroup. Work with Fiona Mosely Undertake a consultation Autumn term 2016 Establish admissions process Strategic Plan in place

9. Pupil Wellbeing and Spiritual development (ensuring the school has a distinctive Christian Character)- Key responsibility of Janet Wright and Chris Haycock

Activity	Commentary/Impact/KPI's
<p>Challenge how the school's Christian Character supports:</p> <ul style="list-style-type: none"> - Christian Vision and Values - Standards, achievements and progress - Religious education - Collective Worship - SMSC 	<p>Work with HT and develop these 4 areas in line with the SIAM's grading criteria and self-evaluation. Meet termly.</p> <p>Strand 1 Vision and Leadership</p> <p>Strand 2 Wisdom, knowledge and skills</p> <p>Strand 3 Character Development</p> <p>Strand 4 Community and Living Well Together.</p> <p>Strand 5 Dignity and respect</p> <p>Develop the use of 'understanding Christianity' across the school</p>

10. Online Safeguarding; Key responsibility CfL committee



Activity	Comment/impact/KPI
To undertake the 360 degree online safety review tool	360 degree review tool completed and renewed annually
To ensure a monitoring system in place across the school monitoring usage	CfL committee work with IT technician to ensure this in place.
Policies	Ensure all policies up to date and in line with current legislation
Training	All staff to have received up to date Online Safety Training. This training to be updated annually. Feb 2018



Appendix C: Individual Governor Reviews

Vee Monro is the Chair of Governors. She has held this post for several years and is a member of the Resources for Learning Committee. Vee is a judge and has a wealth of knowledge appertaining to safeguarding. She has a PG Cert, teaching at University level. Vee supports the school in many ways but her passion is spending time in the school working with the children and supporting their learning and educational journey.

Main Responsibilities:

- Chair of Governors
- Member of the Resources for Learning Committee
- Member of effective Governance

Vee's priorities for 2016-2018 are;

- To focus on the outcomes of disadvantaged children compared with national outcomes.
- To build on the successes and work on all aspects of the School Improvement Plan
- To have a strategic overview of the school as it develops into a Primary School



Leon Ball has been a Governor at St Oswald's for over ten years and has previously held the position of Chair of Governors. His experience in management, Health and safety and finance help him support the Governing Board and particularly the Learning and Teaching committee.

Main Responsibilities;

- Vice chair of Governing Board
- Learning and Teaching Committee member
- Link Governor for mathematics subject leader and Disadvantaged Children

For 2017-18 Leon's priorities are;

- To measure pupil performance within the learning and Teaching Committee and evaluate the results, identifying areas for improvement.
- To work with the staff developing the school improvement plan
- Support the Chair of Governors to ensure Full Governing Board meetings are efficient and effective.

Carol Brown has been a Governor for a year. Her skills are extremely useful within the Resources for Learning Committee. She is analytical and has a good financial understanding and experience in setting and monitoring budgets. She also has experience in Marketing Communications and Branding.



Main responsibilities;

- Resources for Learning Committee Member
- Link Governor for Effective Governance
- Member of HT Performance Management committee

For 2017-18 Carols priorities are

- Continue to work with the Resources for Learning Committee to look for savings and income streams to improve our budget position as we go through the transition to Primary school
- Support with analytics to forecast pupil numbers during the transition period so that we can plan our income, staffing and forecast expenditure.
- Co-ordinate Governors skills audit and Financial Skills Audit.
- Market analysis and contribution to a business plan for the school nursery.
- Support new communications about becoming a Primary School.

Janet Wright is Foundation Governor. Janet has extensive knowledge of the role of the Governing Board, having worked in schools for many years. She is a member of St Oswald's Church. Janet is the Chair of the Resources for Learning Committee. She has a sound understanding of Personnel.



Janet's priorities for 201/18 are:

- Monitoring the budget and staffing structure to ensure best use of resources, for the maximum benefit of all pupils
- Developing the schools Christian Character.



Chris Haycock is a Foundation Governor. She has extensive experience of schools having taught locally. Chris currently helps to run the Edward bear Group at Church, liaising with school and developing educational experiences within the Church for the children. Chris is very interested in the Early Years and works closely with staff in the school

Chris is a member of the Learning and Teaching Committee.

Chris's Priorities for the academic year 2017-18 are;

- To measure pupil performance within the Learning and Teaching Committee and evaluate the results and identify areas for improvement.
- To work with the staff developing the school improvement plan
- Developing the schools Christian Character.



Stephanie Shearer is a Non-Teaching Staff Governor. Stephanie is a member of the Climate for Learning Committee. She is the named Safeguarding Governor and Child Protection Governor.

Stephanie's experience in Safeguarding is extensive; she has led parental workshops, and keeps up to date with all the changes that are occurring within Safeguarding and advises the Governing Board accordingly.

Stephanie works with Rebecca to ensure the Safeguarding Audit is completed annually and reviewed six months later. She monitors the files and observes to see safeguarding practice in action across the school.

Stephanie's Priorities for 2017-2018 are;

- To continue to ensure safeguarding across the school is robust.
- To continue to develop procedures for on line safety as we become a Primary School
- To ensure all policies are kept up to date

Darren Archer is a member of the Climate for Learning Committee. He has extensive experience as an architect working in planning and is a major contributor to the development of St Oswald's as we become a Primary School.



Darren's main Priorities for 2017-18 are;

- For St Oswald's to have the building work completed for Phase 1 and this includes the playing field.

- For St Oswald's to have the plans in place for phase 2
- For St Oswald's to have a building fit for purpose.

Jan Dodd joined St Oswald's Governing Board this year. Jan has extensive experience working in schools, particularly with SEND children. She has inspected for OFSTED and works with head teachers as a Performance Management reviewer.



Main Responsibilities; Jan brings a wealth of knowledge of standards in education and experience of achievement and attainment in a range of schools and settings. Jan has worked as a deputy head teacher in an 11-18 secondary school. She worked as an Advanced Skills Teacher Assessor and for Ofsted. At present Jan works as an Educational Consultant for an Academy Trust and also is employed to do Head Teachers Performance Management.

Jan is a qualified SENCo with an MA in Professional Studies of Education.

For 2017-18 Jan's Priorities are;

- To focus on the outcomes and progress of SEND children compared with national outcomes.
- To focus on the outcomes of disadvantaged children compared with national outcomes.
- To build on the successes and work on all aspects of the School Improvement Plan
- To develop St Oswald's Nursery.
- To ensure that the Admissions process is managed carefully.



Di Mansfield is the Teaching Staff Governor. She has worked at St Oswald's for 14 years and is currently the Assistant Head teacher, EYFS lead and SENCo.

Di is the chair of the Learning and teaching Committee. She is also on the Climate for learning committee as she is able to offer her experience and knowledge as SENCO.

Main Responsibilities; Di's training and experience as a teacher provide the Governing board with extensive experience in primary school education. This means she is well placed to describe and explain the features of learning and teaching, supporting the Governing board to improve the schools performance in this area.

For 2017-2018 Di's priorities are;

- To measure pupil performance working with the learning and teaching committee, evaluating results and identifying next steps and areas for improvement.

- To focus on the outcomes and progress of SEND children compared with national outcomes.
- To develop St Oswald's Nursery.

Rebecca Wood is Head teacher of St Oswald's. She has been Head since 2004 and seen the school grow from strength to strength. As a governor she is a member of the Learning and Teaching Committee and Resources committee. Rebecca also advises and works on the Nursery Committee and the Primary School Committee.



Main Responsibilities; as Head teacher Rebecca is held to account by the Governing board and she is responsive to request for action and information which drive forward improvements across the school. The work between Rebecca and the Governing board is a partnership. She produces termly Head teacher's reports at Full Governing Board meetings and provides papers for all Committee meetings; these address the updates linked to the School improvement plan.

Rebecca is enthusiastic and passionate about the school. Her commitment to the children and staff in the school is evident and this underpins St Oswald's vision ensuring the best education

for all. Rebecca embraces change and is a driving force in the Dove Valley teaching School Alliance of which our school is a founding member and Strategic partner.

For 2017-18 Rebecca's Priorities are

- To ensure every child achieves their full potential attaining their true best.
- Support the priorities of the Governing Board.
- To build on the successes and work on all aspects of the School Improvement Plan



Appendix D; Governing Board Effectiveness

20 Questions we should ask ourselves...

Governing Board effectiveness

Right skills: Do we have the right skills on the Governing Board?

1. Have we completed a skills audit which informs the governor specification we use as the basis of governor appointment and interview?

This has been completed (and is completed annually) and has provided a useful means of meeting the skills we need in link governor roles and sub committees.

Effectiveness: are we as effective as we could be?

2. How well do we understand our roles and responsibilities, including what it means to be strategic?

We have developed a Governors strategy document and work with the school's three year plan. This helps us to align our roles and responsibilities and work in partnership. Training is undertaken and more training and advice is being allocated to further develop our skills.

3. Do we have a professional clerk who provides legal advice and oversees the Governing Board's induction and development needs?

Yes we do. The governor's induction is done in conjunction with the Head teacher. The clerk provides timely advice when required and sign posts training to support the Governing Board.

4. Is the size, composition and committee structure of our Governing Board conducive to effective working?

Yes we have a good balance of skills which enables us to work together for the best outcomes for the children of the school. We have reviewed the governing board's structure.

5. How do we make use of best practice from across the country?

We work with Peter Johnston from the local Authority and have sought advice and used the skills and knowledge of education consultants - Alistair Shaw who focused on reviewing the standards across the school particularly in leadership and Sue Hall who facilitated ASP training and posed questions to support our thinking. The advice posed has enabled us to focus our minds clarifying the Governors strategy for the future.

Role of the Chair; Does our chair show strong and effective leadership?

6. Do we carry out a regular review of the Governors performance and elect the chair each year?

The chair is elected democratically each year. Our Chair is fair and ensures everyone has the opportunity to have a say. Votes are cast at most meeting ensuring that all viewpoints are taken into account. We continue to review our Governing Board through our school self-evaluation summary, school improvement plan and the Governing Board Strategy

7. Do we engage in good succession planning so that no governor serves for longer than 2 terms of office and the chair is replaced at least every 6 years?

As a small school, governor volunteer numbers are limited. However our fluid and open discussions at the beginning of each year allows governors opportunities to move to different committees, try new roles and learn new knowledge and skills.

8. Does the chair carry out an annual review of each governor's contribution to the board's performance?

Our Governing Body strategy sets out clearly each Governors clear skills set and where they contribute to the life of the school ensuring impact linked directly to the school improvement plan and SIAM's self-evaluation documents. All impact made by Governors is linked directly to the schools strategy. Reviews are part of our strategic plan for the future.

Vision, ethos and strategy

Strategy: Does the school have a clear vision and strategic priorities?

9. Does our vision look forwards three to five years, and does it include what the children who have left the school will have achieved?

Our financial planning addresses a 3 year time frame and is discussed termly. The school's 3 year strategic plan includes the development of the school into a primary school and the impact this will have on resources, staffing and buildings. The governors address the future of the school in terms of reflecting on the academy agenda at each meeting where it is an agenda item. The schools sustainability in Ashbourne is being addressed through collaboration. The school sets aspirational targets the children can

attain and supports each individual child in achieving and progressing to their full potential. The Sports Premium and subject leader action plans enable all staff and governors to focus on the academic, social and emotional aspirational achievements of our children.

10. Have we agreed a strategy with priorities for achieving our vision with key performance indicators against which we can regular monitor and review the strategy?

Yes this is clearly stated in our strategy, the 3 year strategic plan and the School Improvement Plan.

11. How effectively does our strategic planning cycle drive the Governing boards activities and agenda setting?

The strategy gives us a framework to identify what needs to be done in order that governors work efficiently and effectively. All the areas we address as Governors are intrinsically linked to the SIP, SES and SIAM's documentation. This ensures that our work as Governors is targeted, effective and has impact.

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

12. How well do we listen to, understand and respond to our pupils, parents and staff?

Parent and pupil questionnaires are sent out annually and the results are scrutinised to address any areas for improvement. Termly we have open evenings where Governors are present.

13. How do we make regular reports on the work of the Governing Board to our parents and local community?

Through newsletters and website we engage and communicate. Through the school APP and email.

A school face book page/ twitter account is under discussion.

14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally?

As a strategic partner and co-founder of the Dove Valley teaching School Alliance we have strong links in Dove valley. Our head teacher is a Local leader of education and the assistant HT is a Specialist leader of education. Both work with schools locally and further afield. We mentor students who are on the School Direct Programme and are instrumental in the interview process.

The school links with QEGs for its PE and sport and the children take part in numerous cluster events as well as the School Sports partnership (SSP)

Effective Accountability

Accountability of the executive: Do we hold the school leaders to account?

15. How well do we hold the schools performance data (including in- year progress tracking data) so we can properly hold school leaders to account?

Through the Learning and teaching committee meetings, annual focus on ASP data and the questions this raises for the school. Sue Hall presented the data with Rebecca focusing on areas which need to be addressed as a result of the ASP data this year. The impact of this is seen through governors questioning, holding to account, what interventions are working? What impact are they having on the children's progress? How can we measure progress? How are the children achieving. The O track system works currently but other data options are being explored to show further progress.

16. Do governors regularly visit the school to get to know it and monitor the implementation of the strategy?

Yes Governors visit the school and a monitoring protocol is filled in to ensure the visits are impactful and effective. Feedback is given to the Head teacher. All visits are linked to the School improvement plan.

17. How well does our policy review schedule work and how do we ensure compliance?

We have policy review schedule which is regularly assessed and managed by Kay Wright (Clerk) and Rebecca Wood. Policies are an agenda item at every meeting.

18. Do we know how effective performance management of all staff is within the school?

Teachers performance management reviews are carried out annually by October and the Head teachers by November. TA's also are given performance reviews in the Spring Term to focus on priorities of the school and their own professional development. The SBO will in turn also have an annual performance review. All performance management reviews are an intrinsic part of the Performance management policy and link to the Teachers Pay Policy which is reviewed annually.

19 Are our financial Management systems robust so we can ensure best value for money?

The school works in conjunction with School Support Finance who provides budget monitoring spreadsheets for the FGB termly. The RFI committee monitors spending. All large spends are approved by this committee before going to the FGB. The budget is set so that it is not in deficit. The School benchmarks against other similar schools. The school has achieved the SFVS but continues to work on Actions following the recent Audit.

Impact

Are we having an impact on outcomes for pupils?

20. How much has the school improved?

The Governors strategy document already shows the cohesive changes which are having a positive impact upon the school. This is like all school improvement work, work in progress which aims to impact upon the lives of all the children and staff. The SIP and strategy are aligned. ASP data, Key Stage 1, Phonics and EYFS data shows a continual upward trend across all areas of the curriculum. Children in receipt of pupil premium whilst they are making progress from their own starting points we acknowledge

that there is more the school can do to ensure the difference is diminished. The Key lines of enquiry are a focus for the school annually and link to improvements.



The Model Class Visits Form; Appendix E

Governor Visit Report

Name	Date
Focus of Visit	Classes/ staff visited
Summary of activities (e.g.) talking to staff and pupils, looking at resources, lunch, collective worship	

What have I learned as a result of my visit?	Positive comments about the visit
Aspects I would like clarified? Or questions I have?	
Ideas for future visits	
Any other comments	
Signed.....	

