

Governor Impact: What have the school governors done to challenge and support the school to improve since the OfSTED inspection in March 2013?

With another OfSTED inspection due soon, governors have been reviewing what actions they have taken to enable the school to achieve a judgement of 'Good' or better.

The section on governance stated;

The governing body has a clear knowledge of the attainment of various groups; however, its effectiveness in holding the school to account is impeded by less understanding about how much progress pupils make, especially when compared to other schools. This means governors' detailed work to track the progress of those eligible for the pupil premium, which has included anonymous case studies, has not resulted in a reliable overview of the impact of these funds. Governors report exactly how the funds were spent, and the benefits secured for vulnerable pupils, but are less clear about how this narrowed the attainment gap. They rely on school leaders to report accurately on the quality of teaching, but currently this information is not fully accurate. Performance management targets for teaching staff are routinely set and evaluated; salary awards are clearly linked to this process. Nonetheless, governors take part in regular training sessions to increase their skills. This is most evident in their diligent overview of safeguarding procedures.

The judgement re. governance in the report was: *The impact of governors on school improvement is limited.*

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Since that inspection the Governing Body has worked closely with Susie Bagnall and the Senior Leadership Team to improve the school.

Below is a list of actions we have taken that have had a positive impact on the school:

In order to increase our skills in interpreting national performance data, in particular that which compares pupils' progress with other schools, we have:

- Set up a training session on use of pupil data from Raiseonline and Data Dashboard [Nov 2013], using the school's own data, that was attended by almost all governors,
- Discussed the outcomes of the OfSTED Data Dashboard at Curriculum & Standards meetings and at FGB, questioning when progress has not been evident and commending the school when progress has been made relative to all and similar schools
- Requested detailed analysis of school data that has enabled us to form a clearer picture of the school's strengths and areas for development
- Worked with senior staff to devise a consistent reporting format that incorporates previous development points, the progress made to achieve these, current development issues and actions to be taken
- Established links between governors and champions for vulnerable groups in preference to links made with individual classes, with governors reporting back to FGB

In order to make robust checks on the impact that pupil premium funding is having on the pupils it is designed to support, we have:

- Asked challenging questions about pupil attainment and progress of vulnerable groups, particularly for those pupils in receipt of Pupil Premium
- Established links between governors and the school champion for PP pupils, reporting to Committee and Standards committee and then to FGB
- Reviewed Provision Maps that identify where PP [and other funding] is used to support pupils, and whether this is good value for money in its impact on raising pupil attainment and rates of progress
- Analysed national data for PP pupils and compared with attainment and progress of the school's PP pupils

To make the Governing Body more effective in its twin roles of holding the school to account and offering support, we have:

- Established a scheme of delegation and standing orders for the Governing Body and terms of reference for all committees
- Revised the committee structure and committee membership, using the skills of governors to enhance the effectiveness of the governing body
- Changed the name of the Curriculum committee to Curriculum & Standards to reflect our focus on the standards achieved by the school
- Requested development points be incorporated into SIDP
- Ensured that governors are aware of the requirements for staff appraisal and pay progression through training [October 2014] in order to more fully hold the school to account through the appraisal process
- Requested details of anonymised staff performance targets to ensure rigour in the appraisal process

To more fully engage other stakeholders in the work of the school, we have:

- Established a Parent Council to represent views of parents
- Met with representatives from the Oxford Diocese to review our provision for inclusive collective worship
- Met with parents who have chosen to withdraw their children from church-led assemblies to listen to their concerns and explain what measures the school has taken to review provision and ensure all children can feel included
- Celebrated Eid (October 2014), Diwali (October 2014), Chinese New Year (February 2015)
- Set up a governor tab on the school website with information about members of the Governing Body and information about how they can be contacted and committee terms of reference

We are currently engaged in discussion regarding the reconstitution of the Governing Body, which is a requirement of all Governing Bodies by September 2015, and the drawing up of a revised Instrument of Governance.