

Brackenwood Junior School: Impact of Contributions made by Governors

<p>Statutory Duties (Safeguarding / Health and Safety):</p>	<ul style="list-style-type: none"> * Designated Safeguarding governor has a meeting each term with the headteacher to check that statutory duties are met and to receive updates. (see minutes) * Designated Safeguarding governor has developed a job description to clarify all elements within the safeguarding governor role. * Safeguarding governor fully informed of training received by staff members (Child Protection, Senior Designated Person, Safer Recruitment) * Safeguarding governor fully informed of all actions taken to support individual children and families. * Safeguarding governor has received and is familiar with latest statutory guidance relating to Safeguarding (Keeping Children Safe in Education, April 14) * Governing body involved in annual renewal of key safeguarding policies. * Health and Safety walks carried out termly * Health and Safety meeting held each term with key governor to discuss and update on statutory duties. * Health and safety audit completed with key governor annually.
<p>Promotion of tolerance and respect for people of all faiths (or those of no faith), cultures and lifestyles:</p>	<ul style="list-style-type: none"> * British Values Statement developed and shared with governors. This document sets out how this is promoted at BJS * Development and ratification of key policies such as Inclusion Policy, Anti-Bullying Policy and Equality Policy
<p>Clarity of vision, ethos and strategic direction:</p>	<ul style="list-style-type: none"> * Involvement of governors in all recruitment processes * Termly Strategy Group Meetings to analyse data, agree key school development priorities, discuss current issues and evaluate impact of work. * Informal termly meetings between head and Chair to receive updates, discuss current issues and plan ahead. * Evaluation, each term, of school development plans. * Meetings with subject and area leaders to receive updates and discuss next steps in key areas of the curriculum. * Commitment to a broad and balanced curriculum underpinned by governors' involvement and participation in wider curriculum activities, workshops and trips. * Key decisions made at committee level in regards to financial spending (Building and Environment development, SLAs, ICT support etc) * Key decisions made at committee level in regards to additional staffing, extra support and specialist tuition. * Development and ratification of new policies (Pay Policy, Appraisal Policy and Pupil Premium Policy) * Development and ratification annually of Pupil Premium and PE Spending Plans and their subsequent evaluation. * Development of new Vision Statement
<p>Contribution to Self-Evaluation, Understanding of Strengths and Weaknesses (including quality of teaching and learning) and Review of the Impact of their own Work:</p>	<ul style="list-style-type: none"> * Termly Strategy Group meetings to evaluate impact of work and to assess strengths and weaknesses of the school. * Development of self-evaluation statement * Completion, annually, of self-review exercises * Governors visit the school to take part in lessons across the curriculum. * Detailed headteacher reports received termly in regards to all strengths and weaknesses of the school. These reports are discussed at Full Governors Meetings and governors frequently challenge the headteacher about what steps are being taken to address weaknesses where necessary. * Decisions taken at committee level in regards to staffing or financial spending to address areas of weakness.
<p>Pupil Data and The Data Dashboard</p>	<ul style="list-style-type: none"> * Annual Strategy Group meeting used to carry out a full analysis of ASP and compare this to progress data provided by the headteacher in relation to benchmarked starting points * Data Dashboard emailed to governors annually * Termly Headteacher Reports provide detailed updates in regards to pupil data. These are discussed at Full Governors Meetings. * Decisions taken at committee level in order to address areas of need.

Assessment Processes	<ul style="list-style-type: none"> * Detailed summative assessment shared with governors on a termly basis. * All governors regularly informed of strengths and areas for development. * All governors aware of the progress made by disadvantaged pupils. * Governors respond to this data by asking school leaders to explain what they are doing to tackle underachievement. * Governors attend strategy group meetings to analyse the data and work alongside school leaders to develop school improvement priorities.
Quality and Impact of Teaching in Different Subjects and in Different Year Groups	<ul style="list-style-type: none"> * Detailed Headteacher report give termly updates in regards to the quality of teaching and learning throughout the school * Headteacher informs governors of steps taken by the school to improve the quality of teaching (INSET/CPD/ Action Plans /Peer Support) and the impact this is having. * Headteacher report informs governors of progress measures being achieved by all year groups and of any particular strengths or weaknesses. * Governors visit the school to take part in curriculum activities. * Key decisions made by governors at committee level to meet needs of lower achieving groups or cohorts by providing additional staffing / funding * Key decisions made by governors to involve specialist teachers to provide specialist teaching in specific areas of the curriculum.
Provide Challenge and Hold to Account:	<ul style="list-style-type: none"> * High levels of challenge at all meetings as detailed in minutes * Termly meetings with Health and Safety Governor, Safeguarding governor and Chair provide additional opportunity for challenge. * Key recommendations made by governors have been put in place to improve behaviour and safety (improvements to transition process, use of Bully Busters, regular discussion of vulnerable children at staff meetings and regular monitoring of behaviour logs)
Use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics	<ul style="list-style-type: none"> * Governors involved in the development of Pupil Premium Policy and Statement regarding Pupil Premium Spending * Governors involved in developing and evaluating the Pupil Premium Spending Plan. * Governors receive updates termly on the progress being made by pupil premium children in all year groups. * Governors have provided key funding and additional staffing to address the needs of pupil premium children.
Ensure solvency and probity and that the financial resources made available to the school are managed effectively	<ul style="list-style-type: none"> * Governors receive regular budget updates at resource committee meetings * New budgets developed and ratified by governors * Finance manual and SFVS agreed annually. * Governors approve certain levels of spending, determining the impact of the spending on pupils. * Governors are integral to school recruitment, approving levels of staffing and supporting in the recruitment process.
Provide Support for HT	<ul style="list-style-type: none"> * Governors have agreed to designated headteacher time * HT well-being is a standard item on governor agendas * Termly meetings
Appraisal	<ul style="list-style-type: none"> * Performance management outcomes for teachers shared with Governing Body through anonymised Appraisal reports. * Performance management of HT is rigorous and challenging targets set. HT reports on targets and progress in all HT reports. * HTPM process supported by SIA
Key Stakeholders	<ul style="list-style-type: none"> * Governors in attendance at all key events that involve parents and are introduced to them. * Governor updates included on newsletters * Parent questionnaire results analysed by governors at strategy group meetings * Governor-led questionnaires carried out. * Governor meetings with class-teachers and subject leaders.