

Evaluation of Governors' action plan following an audit of their statutory duties 2016 – 2017

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
1. How well governors ensure clarity of vision, ethos and strategic direction.	<p>The Governing Body is influential in setting the strategic direction of the school in partnership with senior leaders.</p> <p>The Governing Body ensures decisions are made in line with the school's vision and strategic priorities and monitors the impact of these decisions.</p>	<p>Continue to provide opportunities to discuss with pupils, staff and parents their understanding of the vision statement – and what it looks like in practise.</p> <p>Governors to add a statement on the school website about adherence to the vision statement.</p> <p>Develop a statement about where the governors hope to see the school next year/within the next 5 years.</p>	<p>Carry out learning walks to see the vision in practice.</p> <p>Pupil /parent consultations/surveys</p> <p>Achieve and maintain an 'outstanding' OFSTED judgement</p>	<p>Newdale has achieved an outstanding OFSTED result following inspection.</p>	<p>Governors notes of visit, role in school improvement. Impact of CPD, gov skills audit, Ofsted files, gobs action plan.</p>
2. How well governors contribute to the school's self evaluation and understand its strengths and weaknesses.	<p>Governors regularly evaluate their own effectiveness.</p>	<p>Carry out annual governor skills audit. (FGB Nov 2016).</p> <p>Head and Chair to complete the External Review of Governance tool.</p> <p>Internal school data to be presented at curriculum committee and at FGB.</p>	<p>Identify any gaps in the skills of the Governing Body and provide CPD if possible.</p> <p>Head and Chair to feedback about the External Review tool</p>	<p>An analysis of the skills audit showed a range of relevant skills within the GB.</p>	<p>Skills audit analysis.</p>

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	<p>Governors can clearly articulate the link between self evaluation, school development planning</p> <p>Governors have an understanding of the school's data which they use to cross reference and challenge what they are told by school leaders.</p>	<p>Governors continue to contribute to the SEF and SDP.</p> <p>Strategic governors continue to attend leadership meetings on a monthly basis.</p> <p>Governors role in school improvement presented as an agenda item at each FGB</p>	<p>kit to governors at FGB Nov 2016.</p> <p>Governors to continue to use a range of data and feedback from monitoring, in order to identify the schools strengths and areas for development.</p> <p>Continue to monitor and evaluate progress towards the OFSTED points for development.</p> <p>Governors' notes of visit identify successes and areas for development.</p>	<p>Governors are aware of attainment and progress data for all groups of children</p> <p>Governors are able to identify strengths and development points.</p> <p>'Outstanding' judgement from Ofsted June 2017.</p> <p>Governors notes of visit recognise strengths and points for development.</p>	<p>Ofsted report</p>

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<p>3. How well governors support and strengthen school leadership.</p>	<p>Governors ensure the performance management of the head teacher and appraisal of staff is focused on the school's priorities and on improving the quality of teaching/ pupil outcomes.</p>	<p>Head teacher performance management interim meetings to be held each term. Strategic governors to continue to attend SMT meetings on a monthly basis.</p> <p>Governors to continue to complete notes of visit, so that all governors are aware of how each of us are contributing to school improvement.</p>	<p>Head teacher performance management interim meetings to continue on a termly basis to assess how well the targets set for the head teacher are being met and identify any additional support the head teacher can access to achieve her targets.</p> <p>Review and develop the action plan as part of the SDP and RAP. Review and agree statements in the SEF.</p>	<p>Head teacher performance management targets relate to national expectations and priorities in SDP.</p> <p>SEF, RAP and SDP have all been reviewed. Governor's questions and requests for clarity have helped to shape the information in these documents.</p>	

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	Governance structures are kept under review to ensure they reflect school and national priorities	Review terms of reference for all committees annually to ensure they are up to date and reflect school and national priorities.	Terms of reference for all committees are in place.	Governors are in place on committees and linked to curriculum areas.	
4. How well governors provide challenge and hold the Head teacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and attainment.	Governors' questions demonstrate a relentless drive for improvement.	<p>Governors to analyse attainment and in term progress data.</p> <p>Link governors for PPG, SEND and Able and Talented pupils to meet with school leaders to scrutinise data for these groups.</p> <p>Governor interviews with children – do they know where they are in their learning and what their next steps are.</p> <p>Safeguarding group made up of DSLs, Head teacher and Chair of Governors continue to meet on a half termly basis. Head teacher to report attendance figures at each FGB</p>	<p>Governors monitor and evaluate a range of intervention programmes by looking at data outcomes for specific groups of children. Link governors for PPG, SEND and Able and Talented pupils to meet with school leaders to scrutinise data for these groups.</p> <p>Governors to monitor pupils' attendance and to check how school supports pupils at risk of becoming persistent</p>	<p>The curriculum committee are fully informed regarding attainment and progress data for all groups. Discussions with children Further work needs to be carried out in terms of tracking the more able pupils.</p> <p>Attendance is above N.A. A link governor for attendance meets with</p>	

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			non-attenders.	head teacher to monitor persistent non attenders. Persistent non attenders attendance rate has risen due to school support and working with families. CoG attendance at DSL meetings ensures we are up to date with latest legislation and good practice.	
5. How well governors use performance management systems, including the performance management of the Head teacher, to	Governors can clearly articulate the link between school development planning and the appraisal/performance management process. Clear and consistent monitoring of the impact	Head teacher to report to governors regarding the appraisal of teachers and non teaching staff (anonymous). Interim meetings for head teacher performance management to be agreed.	Interim performance management meetings with Head teacher and annual meetings with the external assessor. Curriculum and F&P to monitor.	Head teacher and staff performance management and appraisals link to SDP, SEF, RAP to ensure that the whole school is	

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improve teaching, leadership and management.	of the appraisal process demonstrates the impact of CPD on quality of teaching, leadership and management and pupil progress.		Governor CPD presented at each FGB	working together having identified targets to improve attainment and achievement for all pupils. Governor CPD is shared and minuted at FGB with the impact of that training. This has kept governors up to date with best practice.	
6. How well governors ensure solvency and probity and that the financial resources made available are managed	Budget is consistently balanced with no significant carry forward balance. Governors can clearly articulate the link between self evaluation, school development	Develop a reporting format for the School Business Manager to report on issues relating to H.R and finance. School Business manager to attend Finance and Personnel meetings.	Monitored by the Finance and Personnel Committee.	Some governors have attended benchmarking training and understand how to access the benchmarking	

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effectively.	<p>planning.</p> <p>Governors routinely monitor the SFVS process and follow up on identified improvements. Governors routinely engage in benchmarking and are able to articulate how the school has acted on findings</p>	<p>Governors are clear about their role in SFVS process.</p> <p>Governors to be familiar with the School Financial Health and Efficiency website- www.gov.uk/government/publications/schools-financial-efficiency-metric-tool</p>	<p>F&P to ensure the school has financial procedures in place to ensure the good use of resources</p> <p>Governors can clearly articulate the link between self evaluation, school development planning and RAP.</p> <p>Governors to monitor the financial health and efficiency rating of the school</p>	<p>website to compare Newdale against other similar schools.</p> <p>Governors have been actively involved in completing the SFVS audit and are aware of areas for development.</p>	
7. How well governors operate in such a way that statutory duties are met and priorities are approved.	<p>Governors are aware of their statutory duties and keep up to date with new legislation and guidance. Governors are aware of the statutory guidance required for the school website.</p>	<p>To continue to develop a termly cycle grid for when policies need to be reviewed and agreed at Committee and FGB meetings.</p> <p>Governors to work alongside admin. and deputy head to ensure statutory policies and guidance are always up to date and</p>	<p>Monitoring of the school website</p> <p>Ensuring that statutory school policies and procedures are up to date and on the</p>	<p>A governor has been appointed to ensure all statutory guidance is up to date on our website.</p>	

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		published on the school website.	school website.	<p>All governor business interests are displayed on our website. The governors' portal is kept up to date so that governors are aware of all the work completed by committees and link governors.</p> <p>SBM attends all F&P Committee meetings with a clear format for feedback for governors. These relate to strategic budgeting, contracts absence management.</p>	

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	<p>FGB and committee minutes demonstrate a clear and consistent approach to fulfilling a wide range of statutory duties and the Governing Body's determination to keep abreast of new initiatives and any changes to legislation.</p> <p>The Head teacher, Chair and Clerk jointly agree the agenda for each FGB meeting to ensure it reflects statutory requirements and school priorities.</p>	<p>All governors to read the latest document 'Keeping Children Safe in Education' (Sept 2016) and sign that they have read it – FGB Nov 2016.</p>		<p>All governors completed a KCSIE questionnaire and following feedback and analysis of their responses are totally familiar with KCSIE.</p> <p>The FGB agenda reflects the needs of Newdale.</p>	
8. How well governors engage with key stakeholders.	<p>Governors actively take advantage of a wide range of opportunities to engage with all key stakeholder groups.</p> <p>Governors are aware of the pupil, parent, staff voice.</p>	<p>Continue with pupil, parent and staff surveys and consultations.</p> <p>Governors create opportunities to engage directly with parents through attendance at</p> <ul style="list-style-type: none"> • Parent lunches, • Grandparents' days • Parent induction sessions • Nurture group sessions • Assemblies 	<p>Identify key issues that have emerged from the surveys and put into practice reasonable and practical suggestions.</p>	<p>Governors regularly hear the 'pupil voice' at both committee and FGB meetings and after discussions follow up any suggestions made.</p>	

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				<p>Pupil and parent surveys are planned in for the academic year and governors follow up any concerns and maintain and develop strengths.</p> <p>Governor presence at the more informal meetings, are noted in governors' notes of visit. The 'informal' meetings enable governors to meet parents and carers and listen to their voice. The school</p>	

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				website is kept up to date with relevant school and class information accessible for parents and carers.	
9. How well governors use Pupil Premium, and other resources to overcome barriers to learning including reading writing and mathematics.	<p>Governors have discussed in detail, including intended outcomes/impact how Pupil Premium funding is used.</p> <p>Governors regularly review the outcomes of PPG and know gaps are being reduced/ removed.</p> <p>Governors have a clear understanding of where gaps exist, both within the school and against national performance data.</p> <p>The school's website</p>	<p>PPG governors continue to review PPG action plan and contribute to the new PPG action plan.</p> <p>Governors to continue to scrutinise the attainment and progress of PPG children</p> <p>Governors and SLT to set clear attainment and progress targets for pupils in receipt of PPG.</p> <p>Ensure the latest PPG action plan is on the website.</p> <p>Continue to monitor the impact of intervention programmes for PPG pupils</p>		<p>Governors are aware and monitor any internal attainment and progress gap between PPG and non PPG pupils and national data.PPG children are closing the gap internally and above NA.</p> <p>The school's</p>	

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	<p>provided parents with a clear understanding of the amount of funding, how it is spent and what difference it makes to pupil outcomes.</p>			<p>website demonstrates how the PPG and Sports funding is spent and the impact on pupils' learning,</p>	