

Governors' action plan following an audit of their statutory duties 2017 – 2018

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
1. How well governors ensure clarity of vision, ethos and strategic direction.	<p>Governors play a significant role in creating a vision that is shared by all members of the school community. Leaders will continue to seek parents/carers' views.</p> <p>The G.B is influential in setting the strategic direction of the school in partnership with senior leaders.</p>	<p>Continue to develop opportunities to discuss with pupils, staff, parents and carers the understanding of the vision statement.</p> <p>To review the 'vision statement' on an annual basis and displayed in all class bases.</p> <p>Governors to develop a statement about where the governors hope to see the school within the next 5 years - this is something we still need to do following our last action plan.</p> <p>To continue to look at options in terms of</p>	<p>To ensure that the vision and ethos of Newdale is never lost.</p> <p>Monitor and record opportunities for accessing/analysing pupil/parent/carer voice during discussions with pupils/ parents/ carers and pupil and parent/carers surveys.</p> <p>Revised vision statement is published on the school website.</p> <p>A statement will be published on the governors' page of the school website.</p> <p>Regular updates</p>		<p>Reviewed vision statement.</p> <p>External data and internal tracking data.</p> <p>School website.</p>

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	Governors ensure the 'Outstanding' Ofsted judgement in all areas is sustained and developed.	<p>becoming a MAT.</p> <p>Governors to ensure that areas the Ofsted identified are further developed;</p> <ul style="list-style-type: none"> • <i>Refine the schools' approach to the teaching of spelling for those pupils who have difficulty in this area.</i> • <i>Build further on the productive partnership with parents to develop the way technology is used to support learning at home.</i> • <i>Continue to establish more consistent systems for tracking pupils' progress in different foundation subjects.</i> <p>(Ofsted June 2017)</p>	<p>shared with governors in terms of MAT status.</p> <p>Involvement of Literacy link Governor..</p> <p>Involvement of 'link governors</p>		
2. How well governors contribute to the school's self evaluation and understand its strengths	Governors continue to understand the detailed and accurate reporting of the school's overall performance.	Continue to monitor and evaluate progress towards the Ofsted areas for development (June 2017).	Governors will ensure through committee meetings, observations, book scrutinies and learning walks that Ofsted points for		

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and weaknesses.		<p>Link governor to monitor achievement and attainment for MA pupils and all governors to understand 'greater depth' above ARE and mastery.</p> <p>Governors to continue to agree a monitoring cycle for the year ahead to check for pupil progress..</p>	<p>development (June 2017) are met.</p> <p>Training and raising awareness among governors in terms of above ARE, greater depth, and mastery (curriculum committee)</p> <p>Link governor and SLT and/or middle leaders to monitor and to identify further development.</p>		
3. How well governors support and strengthen school leadership.	Governors continue to articulate high expectations/aspiration for Newdale demonstrated by their notes of visit, monitoring and presence in school in their role as 'critical friend'.	<p>Governors review and develop their action plan (possibly interim meetings) as part of the SDP, RAP and SEF.</p> <p>Governors' notes of visit continue to be reflective, informative, evaluative and to be linked to the 'vision statement' and ethos of the school.</p>	<p>SLT governors to meet with the leadership team to ensure that governors fulfil their statutory duties and support/strengthen the SDP, RAP and SEF.</p> <p>Governors continue to meet with their link subject leaders,</p>		

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	<p>Governors continue to ensure the performance management of the head teacher and other staff is focused on the school's strategic priorities and on improving the quality of teaching/pupil outcomes</p>	<p>Continue to hold interim meetings with the head teacher, to assess the progress towards the targets that have been set and identify any additional support/ training required.</p> <p>Alongside the external assessor, to assess the previous year's targets and to set the new ones in line with the needs of the school and recommendations from Ofsted.</p> <p>To discuss at Curriculum meetings and F&P the progress staff are making to achieve their appraisal targets and to consider pay awards</p>	<p>monitor and evaluate through observations, book scrutinies, learning walks and to provide notes of visit for staff and other governors.</p> <p>Termly interim meetings prior to the meeting with the external assessor at the beginning of the Autumn term.</p> <p>Head teacher to report to curriculum and F&P committee meetings how staff are progressing towards their targets linked to the school priorities. These are anonymised.</p>		

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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.	<p>All governor challenges to be minuted at committee meetings and FGB.</p> <p>Governors monitor the impact of a range of interventions and bring robust challenge where these are not successful.</p> <p>All groups are equitable in terms of accessing all aspects of the curriculum including the 'hidden curriculum'.</p>	<p>Continue to minute governor challenges /questions and followed up at committee and FGB.</p> <p>Governor interviews with pupils:- do they know where they are with their learning, next steps etc ? Impact information to be shared at Curriculum committee meetings</p> <p>Link governor meetings with subject lead to ensure attainment and progress is reviewed on a regular basis and to analyse data.</p> <p>Curriculum committee to receive clarity from assessment co-ordinator regarding the difference between the terms, mastery, greater depth, gifted and talented, ARE and how it is identified in pupils' work.</p>	<p>Governor challenges and questions are minuted and impact evaluated.</p> <p>Discussions with pupils to ensure they can explain 'next steps' and 'tabs' and 'wishes' within their books.</p> <p>Curriculum committee and link governors to monitor and discuss with the subject lead teachers, attainment, progress, vulnerable groups. Governors to monitor the impact of a range of interventions and bring robust challenge when these are not successful.</p> <p>Link governor to monitor pupils'</p>		Minutes of FGB and committee meetings.

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	<p>All safeguarding procedures are current and up to date. All staff and governors have signed the appropriate documents including the Code of Conduct, Disqualification by association and the most up to date KCSIE.</p>	<p>Link governor for attendance to attend attendance meetings with head teacher/EWO. and to check how school supports pupils at risk</p> <p>H&S and Safeguarding committee to meet on a regular basis with the 'safeguarding champions'.</p> <p>Cof G and SBM to meet on a termly basis to sign off any updates in the DBS file</p>	<p>attendance and to check how school supports pupils at risk of becoming non-attenders.</p> <p>As well as reports from staff, ask the children eg: How safe is the school? How is behaviour in school? Are there any times in the school day when you feel worried/unsafe/ Where do you feel safest? Are there areas in the building when you are worried? Have you witnessed any bullying, racist behaviour homophobic behaviour and if so what did you do about it?</p>		<p>DBS folder, H&S minutes, Anti bullying survey, Section X1 audit, DSL meeting minutes.</p>
	<p>Section X1 audit complete and areas for improvement identified.</p>	<p>To review the Section X1 audit on a termly basis</p>			

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5. How well governors use performance management systems, including the performance management of the Head teacher, to improve teaching, leadership and management.	Clear and consistent approach to the appraisal process demonstrates the impact of CPD on quality of teaching, leadership and management and pupil progress.	To ensure robust performance management systems are in place for H.T, teaching staff, T.As and all other members of staff. External assessor for H.T performance management, appointed on an annual basis at FGB	Curriculum and F&P committees to monitor.		CPD impact grid presented at each FGB.
6. How well governors ensure solvency and probity and that the financial resources made available	The school budget is consistently balanced with no significant carry forward balance.	Continue to use the benchmarking tool to compare spending at Newdale with other similar schools and schools within T&W. The SBM to continue to attend F&P committee meetings and meetings with the school's finance officer.	Monitored by the F&P committee.		F&P minutes

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are managed effectively.	Governors are clear about their role in the SFVS process which is presented at F&P for discussions and/or amendments.	CoG and H.T to work together on the SFVS process.	F&P committee		SFVS document
7. How well governors operate in such a way that statutory duties are met and priorities are approved.	<p>School website kept up to date in terms of publishing all statutory policies and procedures.</p> <p>GBs determination to keep abreast of new initiatives and changes in legislation.</p> <p>GB training and development reflects SDP and latest government priorities/requirements.</p> <p>Safeguarding procedures continue to be rigorous and all understand their duty of care.</p>	<p>Regular meetings with the Chair, link governor, SLT and SBM to ensure any new legislation is shared.</p> <p>To keep Governors' file up to date with new information, guidance and legislation.</p> <p>Governors to continue to attend relevant training.</p> <p>Ensure all new governors have:</p> <ul style="list-style-type: none"> • DBS • Completed disqualification by association • Signed code of conduct • Accessed PREVENT training 	<p>Regular monitoring of the school website to ensure all statutory policies and procedures are up to date.</p> <p>Governor files constantly updated.</p> <p>H&S Committee</p>		<p>School website.</p> <p>FGB and committee documentation</p> <p>Staff and Governor CPD.</p> <p>Governors' file.</p>

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	<p>Pupils are taught and understand how to keep themselves safe.</p> <p>H.T and CoG jointly agree the agenda for each FGB meeting and ensures that it reflects statutory requirements and school priorities.</p>	<ul style="list-style-type: none"> • Read and signed the latest KCSIE <p>Head and Chair continue to attend governors' briefing sessions.</p> <p>Head and Chair to go through the FGB agenda with the Clerk prior to each FGB.</p>			FGB minutes

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8. How well governors engage with key stakeholders.	<p>Parents/carers are more aware of the technology available to support their child's learning.</p> <p>Information for parents on the school website is up to date and shared through newsletters and class information.</p>	<p>'Build further on the productive partnership with parents to develop the way technology is used to support learning at home'. (Ofsted June 2017)</p> <p>Technology leaflet/newsletter to support parents?</p> <p>Presence of governors at functions/meetings where parents and carers attend.</p> <p>Governor analysis of parent surveys.</p>			<p>School website.</p> <p>Parent and pupil surveys.</p> <p>Newsletters</p>
9. How well governors use Pupil Premium, and other resources to overcome barriers to learning including reading writing and mathematics.	<p>PPG funding is used effectively to improve outcomes for pupils. Governors know that gaps between PPG and non PPG are closing and in some cases removed.</p> <p>Governors have a clear understanding where gaps exist both within school and nationally.</p>	<p>Link PPG governor and Sports governor to meet with members of staff to evaluate and prepare the action plans for PPG and Sports funding.</p>	<p>Governors monitor spending for PPG and the impact it has on the attainment and progress made between PPG and non PPG.</p> <p>Governors monitor the P.E curriculum offer and the take up and range of after school sports clubs</p>		<p>School website demonstrates how the PPG and Sports funding is spent and the impact on children's learning.</p>

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	Effective use is made of the Sports grant funding to ensure that pupils actively take up sport and have healthy lifestyles.				