

Evaluation of Governors' action plan following an audit of their statutory duties 2019-2020

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
1. How well governors ensure clarity of vision, ethos and strategic direction.	Governors understand the inclusive vision and ethos for our school and ensure that pupils and staff reach their full potential. Corridors, classrooms and the outdoor environment reflect the vision statement and ethos at all times.	To continue to develop opportunities to discuss with pupils, staff, parents and carers the understanding of the vision statement. To continue to make reference to the relevant statements in the vision statement within governor' notes of visit Continue with the Safeguarding Champions in order for them to report any concerns to the GB regarding health and safety and safeguarding. Continue with the Pupil Parliament in order to hear the views of the pupils.	Learning walks. Lesson observations. Book scrutiny. Discussions with staff and pupils.	Much of our monitoring has been carried out virtually via Teams. Although this method is not ideal, we have managed to talk with pupils and staff and look at examples of work.	FGB and Committee meeting minutes. School website Notes of visit.
2. How well governors contribute to the school's self evaluation and understand its strengths and weaknesses.	Governors are fully aware of their roles and responsibilities regarding self evaluation They understand the strengths and areas for development for the school which they use to cross reference progress and attainment of all pupils across schools – SEND, PPG, HA, gender	To agree our responsibilities on the SDP RAP and SEF following the November FGB. Internal school data to be presented at FGB and Curriculum Committee Identify gaps in governor skills (skills audit)	Scrutiny of the SDP, SEF and RAP to ensure that we are making good progress in fulfilling our responsibilities. Track assessment in the Foundation subjects. Skills audit and	Governors have a box to fill in at the bottom of each section of the SEF. Governors understand the school's strengths and areas for development.	SDP SEF RAP Governors' annual statement for parents on website

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			governor CPD arrangements.		Annual Summary Report to GB.
3. How well governors support and strengthen school leadership.	The overall effectiveness of the school continues to strengthen and improve across the academic year 2019-2020 as senior leaders adapt to changed roles and responsibilities. The head teacher together with members of the SLT and GB, continue to develop excellent systems to ensure rapid improvement of provision and the quality of education.	F&P Committee to embed the revised responsibilities for Upper Pay Scale and TLR holders. Continue to embed the role of SENDCo due to the changes to the leadership of this role. Governors to take full account of the well being and staff morale.	Discussions with staff at committee meetings.	Teaching staff moving to the upper pay scale has been agreed.	Minutes of committee meetings. SEND governor notes of visit. Progress and attainment data. Attendance data.
4. How well governors provide challenge and hold the Head teacher and other senior leaders to account for improving the	Governors' questions demonstrate a relentless drive for improvement. Governors are aware of the impact of intervention programmes in terms of attainment and progress for the pupils of Newdale. Governors are aware of	Link governors to meet with SENDCo, PPG, Phonics, Literacy, Science, Mathematics, EYFS and Foundation subject co-ordinators. Governors to meet with the DSLs to ensure pupils and families who show concerns, are being fully supported. To continue scrutiny of progress and	Lesson observations. Book scrutiny. Learning walks. Meetings with pupils and staff. Attendance at DSL	Due to the Covid restrictions, lesson observations, learning walks and book scrutiny has not been able to take place.	Governors' notes of visit. Governor minutes. Website. Progress and attainment data

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quality of teaching, pupils' achievement and pupils' behaviour and attainment.	the impact of the learning taking place outside of the indoor school environment, building upon pupils' independence, choice, resilience, use of imagination and risk taking, in a controlled environment.	attainment of all pupils including the most vulnerable. To continue learning walks both inside and outside of the classroom. Lesson observations both indoor and outdoor. To monitor the impact of 'base camp' in terms of independence, making choices resilience and learning.	meetings. Scrutinising progress and attainment data	However, successful meetings with pupils and staff have taken place via Teams. Governors are aware of the teacher assessed attainment and progress data and how the government 'catch up' money is being used.	
5. How well governors understand the curriculum offer and ensure that it is broad balanced and well sequenced.	Governors fully understand the newly overhauled curriculum in the Foundation subjects to ensure progression in key skills and knowledge. Governors are familiar with the assessments that Newdale has introduced relating to the	Continued monitoring of 'Topic books.. Planned Curriculum meetings to discuss with Foreign Language and Music co-ordinator to discuss strengths and areas for development. Curriculum co-ordinator to update governors the impact of new curriculum content and sequence. To complete assessments for all foundation subjects and ensure they are	Book scrutiny of Topic books. Curriculum co-ordinator to update governors of the impact of new curriculum content and sequence Assessment for the	Curriculum maps have been provided for governors demonstrating a broad and balanced curriculum.	Curriculum Committee meetings. Foundation subject internal assessment documents. Curriculum

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	<p>Foundation subjects in order to ensure these areas of the curriculum are valued.</p> <p>A broad, balanced and exciting curriculum is provided, which includes learning outside of the classroom, where pupils develop choice, independence and resilience</p>	<p>imbedded.</p> <p>MFL and Music teacher to be invited to the next Curriculum Committee meeting.</p> <p>Monitor the use and learning of Base Camp and Forest School environments.</p>	<p>Foundation subjects to be shared with all governors</p>		<p>plan</p> <p>School website.</p>
<p>6. How well governors use performance management systems, including the performance management of the Head teacher, to improve teaching, leadership and management.</p>	<p>The school will continue to be led and managed well during this significant period of change.</p> <p>Governors will ensure that staff are recognised in terms of additional workload and will work tirelessly to ensure the outstanding management of Newdale is maintained.</p>	<p>F&P governors to continue to ensure that staff are treated equitably in terms of roles and responsibilities.</p> <p>F&P governors to ensure that additional responsibilities are recognised during this time and salaries are enhanced in recognition of this temporary period to ensure continued improvement in leadership and management</p> <p>F&P governors to look closely at work life balance, particularly role of the HT, SLT and middle leaders during this period of change.</p> <p>Interim Performance Management meeting with HT to be arranged in order to review new targets.</p> <p>Continue the cycle of discussions with all</p>	<p>Discussions with all staff to include work life balance.</p> <p>Interim meeting with HT to discuss the progress made in terms of achieving</p>	<p>HT performance management targets reviewed and new ones have been set in line with the strategic vision for the school</p>	<p>Preliminary advice from advisor appointed to the GB. Governor minutes including RAP and HT reports.</p> <p>Interim HT PM minutes</p>

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		staff teams at F&P Committee meetings.	the targets set.		
7. How well governors ensure solvency and probity and that the financial resources made available are managed effectively.	<p>The 3 year strategic budget has been set and will enable governors to review the budget to ensure it will remain in a healthy position.</p> <p>The impact of budget spending will continue to be reported at committee meetings and at FGB, in terms of progress and attainment and the health and wellbeing of all pupils and staff.</p> <p>Governors are aware of the impact of PPG spending and sports funding in terms of pupil progress and attainment. 'Best value' will continue to be considered as a matter of course.</p>	<p>To continue for the F&P committee to meet with HT to review the school budget and all issues regarding personnel.</p> <p>To continue to meet with all staff teams to hear their views and implement relevant suggestions.</p> <p>To continue to bench mark funding and spending with similar schools.</p>	<p>To continue to monitor the school budget and personnel at F&P on a half termly basis.</p> <p>Bench marking comparisons.</p>	The budget continues to remain very healthy.	<p>F&P committee meeting minutes.</p> <p>PPG action plan.</p> <p>3 year strategic budget plan.</p> <p>Sports Action Plan.</p> <p>School website.</p>
8. How well governors operate in such a way that	Governors are totally familiar with the latest KCSIE document (Sept 2019).	<p>KCSIE (2019) 'test' for governors at November FGB</p> <p>Continue with evacuation and invacuation procedures throughout the academic</p>	<p>Results of KCSIE 2019 'test'.</p> <p>Governors monitoring time spent</p>	All statutory duties are met. Statutory policies and	Minutes from Safeguarding and Health and Safety

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statutory duties including safeguarding are met and priorities are approved.	<p>Governors aware of all school procedures regarding safeguarding. Governors fully understand the role of the DSLs in school. The Child Protection policy and linked policies are updated on an annual basis in line with any new recommendations from the DfE. The SCR continues to be updated and signed at each F&P meeting. The school website displays all statutory information and policies. School 'Safeguarding Champions' to continue to attend some Safeguarding/Health and Safety committee meetings.</p>	<p>year. Continue to invite 'Safeguarding Champions' at Safeguarding and H&S Committee meetings – pupil voice. Governors to hear from E-Safety co-ordinator in terms of what we do as a school to ensure E-Safety for all our pupils. To ensure all Safeguarding and Health and Safety policies are updated in order to meet the statutory requirements. To ensure the SCR is updated, agreed and signed off by the CoG at each F&P meeting. To ensure the school website is in line with all statutory procedures and policies.</p>	<p>during evacuation and invacuation. Monitoring the school website to ensure all statutory policies are updated and published. To ensure the policy update cycle is fully implemented. To monitor the E-safety policy. Review of the SCR at each F&P meeting.</p>	<p>procedures can be found on the school website. A spot check of the SCR was carried out which demonstrated how staff files and safer recruitment practices are cross referenced. The SCR is signed off each term</p>	<p>committee meetings. School website. Policy cycle. DSL minutes. E-safety policy SCR</p>
9. How well governors engage with key	<p>Pupil voice is heard at all governor meetings. Meetings with all staff teams will continue to be</p>	<p>Continue to evaluate pupil, parent and staff surveys and implement recommendations. Analysis of these surveys will be taken</p>	<p>Analysis of all pupil, parent and staff surveys in order to implement any</p>	<p>Emails and comments from parents demonstrate</p>	<p>Governor minutes of meetings.</p>

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stakeholders.	<p>a priority at committee meetings.</p> <p>Subject leaders will continue to share their successes and areas for development at committee meetings.</p> <p>Staff work load will be a key area for governors to monitor.</p> <p>Liaison with parents will continue to be a priority for governors through surveys, questionnaires assemblies and celebrations.</p>	<p>seriously.</p> <p>Children's Parliament will continue to have a voice in terms of assemblies and GB meetings.</p> <p>To continue to listen to the voice of our Safeguarding Champions and implement relevant safeguarding and H&S recommendations and actions.</p> <p>To continue with the work of the Rota Kids in order to support their national and international initiatives.</p> <p>Governors' Annual Report published on the school website.</p>	<p>relevant recommendations.</p> <p>Children's Parliament, Safe Guarding Champions and Rota Kids to be invited to Committee meetings to share their success and future developments.</p>	<p>that they are well informed and kept up to date, during this difficult time. The governors' annual report for the last academic year has been completed.</p>	<p>School Assemblies</p>
10. How well governors use Pupil Premium, and other resources to overcome barriers to learning including reading writing and mathematics.	<p>Governors are aware of the PPG action plan, the interventions to raise attainment and the impact of those interventions.</p> <p>Governors are aware of the range of sporting opportunities offered to</p>	<p>To observe the intervention programmes provided for PPG children.</p> <p>Governors to continue to invite the school coaches in order for us to recognise the impact and importance of their work in</p>	<p>To continue to scrutinise the PPG action plan.</p> <p>Lesson observations for PPG pupils.</p> <p>Book scrutiny for PPG pupils.</p> <p>Reading records and Home School Liaison diaries.</p> <p>Governor learning walks.</p> <p>Sports Action plan regularly monitored</p>	<p>Unfortunately, governors have been unable to observe the intervention programmes, but we have been able to see examples of home learning, reading diaries and school</p>	<p>PPG action plan.</p> <p>Sports action plan.</p> <p>Governor notes of visit</p> <p>School website</p> <p>FGB and committee</p>

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	pupils, in lesson time and participation of extra curricular clubs and competitive sports competitions.	terms of the lives of pupils at Newdale.		work virtually.	minutes