

## Governors' action plan following an audit of their statutory duties 2020/21

It is so difficult to fill in the boxes in this action plan regarding specific actions and monitoring arrangements, during these challenging times, so please bear with me. Goodness knows when we can visit schools and talk with staff and pupils in real life, rather than this virtual reality. I hope this action plan will give an idea of what we, as governors, need to think about.

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 have ensured that pupils have resumed learning and have access to the full curriculum, following the 'lock down' period.</p> <p>All subjects contribute to the areas of reading writing and mathematics demonstrating how the core subjects are embedded in all curriculum areas.</p> <p>Phonics, speaking and listening contribute to effective learning.</p> <p>Leaders ensure that pupils' imaginations are</p>	<p>EYFS, Y1, Y2 and Y3 pupils are being supported to reach the standards they should achieve, having missed so much of their early years and KS1 curriculum due to Covid.</p> <p>All pupils will be provided with a broad and balanced curriculum and supported in order to prepare them for their next phase in education.</p> <p>A catch up programme for phonic will be introduced along with enhanced provision for speaking and listening.</p> <p>Leaders will continue to look for ways of ensuring visits, and speakers continue</p>	<p>Internal progress and data analysis.</p> <p>Speaking with children and staff.</p> <p>Book and teachers' planning scrutiny.</p> <p>Learning walks and lesson observation when possible.</p> <p>SATs outcomes</p> <p>Phonics assessments.</p> <p>Talk with pupils and staff about the</p>		<p>Progress and data sheets.</p> <p>Minutes of governor meetings.</p> <p>Notes of visit.</p> <p>Phonics data.</p>

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
	engaged – in spite of limited trips, educational visits and speakers.	within a safe environment.	success of their visits or speaker to the school to that have enhanced heir learning.		
2. How well governors contribute to the school's self evaluation and understand its strengths and weaknesses.	.Governors are aware of the strengths and areas for development within Newdale. Equally they are aware of the gaps in learning due to the 'lockdown' and the how school is closing those gaps.	Governors' contributions will continue to be included within the SEF, RAP and SDP.	Regular updates of the SEF, RAP and SDP at committee and FGB meetings		SEF, RAP, SDP, governor minutes.
3. How well governors support and strengthen school leadership.	Governors are aware of the strategic performance management targets for senior leaders and all staff at the school.  Governors will have a thorough knowledge of the strengths of all staff and the areas for development.	Set the strategic PM targets for head teacher.  Governors to continue to hold meetings with all Newdale staff teams to discuss successes and issues at each half termly meeting of the F&P Committee. Ensure that at these meetings we ask about staff			P.M minutes including review of previous targets and the setting of the new ones.  F&P minutes.

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
	During these particularly challenging times, we will be aware of staff's wellbeing and how we can support them.	well being, including senior leaders.  Annual staff survey	Analysis of staff survey.		Staff survey audit
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.	Contingency plans have been drawn up by school leaders for maintaining learning for pupils in the event of another lockdown.  All pupils, whether learning remotely or at school, will have the same high quality education.  The school leaders have identified specific health	Draw up contingency plans in the event of another 'lockdown'.  Feedback arrangements for pupils.  Class teachers to deliver lessons via computer links to pupils if necessary.  Behaviour policy reviewed and agreed.  Involvement of the pastoral team. The 'key Worker' project.	Discussion with pupils, about their remote learning during 'lock down'.  Discussion with staff about the quality of pupils' learning during 'lock down' and how they are feeding back to pupils about the quality of their learning, remotely. Discussion with staff in terms of what they learnt during the partial opening of schools and how this has informed their practice.		Teachers' planning.  Curriculum committee minutes.  Behaviour policy  DSL minutes. Action plan for Key Worker

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
	and well being issues for particular pupils and steps have been taken to address the well being of pupils.				project Behaviour Policy
5. How well governors understand the curriculum offer and ensure that it is broad balanced and well sequenced.	A broad and balanced curriculum is embedded and ensures all pupils achieve their full potential within a range of curriculum areas.	All foundation subjects reviewed to ensure a broad and balanced curriculum is offered and ensures relevant links with reading, writing and mathematics.	Discussions with pupils and staff. Book scrutiny, learning walks and lesson observations.		Foundation subject whole school planning.
6. How well governors use performance management systems, including the performance management of the Head teacher, to improve teaching, leadership and	Performance management systems are used in order to develop the overall strategic planning for the school	Head teacher previous performance management targets are reviewed and new ones set.  Staff performance management targets are in line with the HT but specific targets for individual staff can be included.  1:1 meetings continue for all staff with head and deputy to identify successes and areas for development	The reviews continue to take place on a termly basis.		Minutes of head teacher performance management review and future target setting.

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
management.					
7. How well governors ensure solvency and probity and that the financial resources made available are managed effectively.	<p>PPG, PE, 'catch up' funding is spent appropriately targeting our most vulnerable learners and opening opportunities for all pupils.</p> <p>The Newdale budget will continue to be positive.</p>	<p>PPG, PE and 'catch up' funding action plans have been produced using some of the advice from the Education Endowment Foundation.</p>	<p>Progress and data analysis for all vulnerable groups</p> <p>Monitoring of the number of vulnerable children attending after school clubs</p>		
8. How well governors operate in such a way that statutory duties including safeguarding are met and priorities are approved.	<p>SCR is up to date and all correct checks are in place for newly appointed staff.</p> <p>All staff and governors are up to date with KCSIE.</p> <p>All staff and safeguarding governor up to date with their safeguarding training. Safeguarding governor continues to attend regular DSL meetings</p> <p>School website is up to</p>	<p>Spot check of SCR, and samples of safer recruitment procedures, and staff personnel files in order to identify how they all inter relate.</p> <p>KCSIE 'test' for staff and governors to assess our knowledge and identify any gaps.</p> <p>Updated DSL training for staff. Safe guarding training for safeguarding governor. Updated raising awareness training for safeguarding governor.</p>	<p>Continue with spot checks.</p> <p>Analysis of the test and feedback to identify areas for staff and governor development.</p> <p>Staff and governor to feedback at DSL meetings or governor committee and FGB meetings.</p>		<p>Certificate of attendance at training. Minutes of DSL and governor meetings.</p>

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
	<p>date with all statutory policies and procedures.</p> <p>Attendance is back to a similar level to the same as last year and achieving the attendance target set by governors.</p>	<p>To identify the barriers to attendance and how are staff addressing them?</p> <p>To identify persistent absences and how these are being addressed.</p> <p>To ensure we continue to work with outside partners with school and families</p>	<p>Monitoring of attendance data reported at each FGB.</p>		<p>Governor minutes.</p>
9. How well governors engage with key stakeholders.	<p>Governors are aware of parental views.</p>	<p>Governors Annual Report to parents completed.</p> <p>Parent questionnaire</p>	<p>Analysis of parent questionnaire</p>		<p>Website.</p> <p>Results of parent questionnaire.</p>
10. How well governors use Pupil Premium, and other resources to overcome barriers to learning including reading writing and mathematics.	<p>PPG, P.E and 'Catch up' funding will have a significant impact to ensure pupils have resumed their learning including the blend of classroom</p>	<p>The pupil premium action plan reviewed 2019/2020 and the new one in place 2020/21 and the will continue to be reviewed and progress and shown on the school website attainment data analysed. Intervention programmes will be continued to be monitored.</p> <p>Catch up funding action plan shared with governors</p>	<p>Progress and attainment data will continue to be analysed and intervention programmes monitored.</p> <p>Equally the government 'catch up' funding will be closely monitored to ensure achievement and closing the gaps</p>		<p>Data analysis.</p> <p>School website.</p> <p>PPG, P.E.</p> <p>'catch up' funding action plans.</p>

Objectives	Success criteria	Specific actions	Monitoring arrangements	Evaluation of Impact	Resources
			in learning will not be hindered due to the 'lock down' period.		