

Governors' action plan and evaluation 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>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>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>PPG and 'catch up' funding is used to support all pupils who have 'fallen behind' with their learning.</p> <p>Foundation subjects have been reviewed and updated to ensure a broad and balanced curriculum.</p>	<p>Progress and data sheets.</p> <p>Minutes of governor meetings.</p> <p>Notes of visit.</p> <p>Phonics data.</p>
	Phonics, speaking and	A catch up programme for phonsc will be	Phonics	The school	

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	listening contribute to effective learning.	introduced along with enhanced provision for speaking and listening.	assessments.	has adopted the 'Read Write Inc' phonics programme and staff are accessing training with this.	
	Leaders ensure that pupils' imaginations are engaged – in spite of limited trips, educational visits and speakers.	Leaders will continue to look for ways of ensuring visits, and speakers continue within a safe environment.	Talk with pupils and staff about the success of their visits or speaker to the school to that have enhanced heir learning.	While educational school visits were put on temporary hold during the pandemic, governors were able to ascertain the memorable visits pupils experienced prior to the pandemic and how they supported their learning – therefore embedding	

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				long term memory – pupil voice, on-line.	
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	Governors are fully aware of the strengths and areas for development for Newdale. The foundation subject curriculum has been updated and certain areas have been identified for development eg, dance within the P.E curriculum.	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.	Set the strategic PM targets for head teacher.	Both the interim meeting and also the formal meeting with the external assessor have taken place	New P.M targets have been set and agreed with the head	Any concerns have been discussed and recommendations are in place.

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	<p>Governors will have a thorough knowledge of the strengths of all staff and the areas for development.</p> <p>During these particularly challenging times, we will be aware of staff's wellbeing and how we can support them.</p>	<p>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 well being, including senior leaders.</p> <p>Annual staff survey</p>	<p>with regard to the head teacher performance management</p> <p>F+P minutes Staff Stress audit</p> <p>Analysis of staff survey.</p>	<p>teacher, external assessor and P.M governors.</p> <p>Governors are aware and have listened to staff at F&P meetings and analysed the stress audit findings. We have implemented the recommendations.</p>	<p>P.M minutes including review of previous targets and the setting of the new ones.</p> <p>F&P minutes.</p> <p>Staff survey audit</p>
4. How well governors provide challenge and hold the Head teacher and other senior leaders to account for improving the quality of	Contingency plans have been drawn up by school leaders for maintaining learning for pupils in the event of another lockdown.	<p>Draw up contingency plans in the event of another 'lockdown'.</p> <p>Feedback arrangements for pupils.</p>	Discussion with pupils, about their remote learning during 'lock down.	At each committee meeting and FGB, governors have listened to 'pupil voice' and implemented recommendations that are	<p>Teachers' planning.</p> <p>Curriculum committee minutes.</p> <p>Behaviour policy</p>

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teaching, pupils' achievement and pupils' behaviour and attainment.	<p>All pupils, whether learning remotely or at school, will have the same high quality education.</p> <p>The school leaders have identified specific health and well being issues for particular pupils and steps have been taken to address the well being of pupils.</p>	<p>Class teachers to deliver lessons via computer links to pupils if necessary.</p> <p>Behaviour policy reviewed and agreed.</p> <p>Involvement of the pastoral team. The 'key Worker' project.</p>	<p>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.</p> <p>Safeguarding governor attends all half termly school DSL meetings.</p>	<p>possible. Unfortunately an indoor pool was not possible!</p> <p>Governors are reassured that the excellent quality of classroom lessons was replicated during the on-line lessons. (Monitoring and observations of remote learning).</p> <p>Safeguarding governor is reassured that all possible support has been given to vulnerable</p>	<p>DSL minutes. Action plan for Key Worker project</p> <p>Behaviour Policy</p>

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				children during and beyond the pandemic. And that their progress and development is secure.	
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.	A new foundation subject curriculum has been developed to ensure we are offering a broad and balanced curriculum.	Foundation subject whole school planning.
6. How well governors use performance management systems, including the performance management of the Head teacher, to improve	Performance management systems are used in order to develop the overall strategic planning for the school	<p>Head teacher previous performance management targets are reviewed and new ones set.</p> <p>Staff performance management targets are in line with the HT but specific targets for individual staff can be included.</p> <p>1:1 meetings continue for all staff with head and deputy to identify successes</p>	<p>The reviews continue to take place on a termly basis.</p> <p>Minutes kept for these meetings.</p>	<p>Head teacher P.M targets have been reviewed and new ones agreed and set.</p> <p>!! meetings with all staff continue to be</p>	Minutes of head teacher performance management review and future target setting.

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teaching, leadership and management.		and areas for development		a success and an opportunity for staff to celebrate their successes and identify areas for development.	
7. How well governors ensure solvency and probity and that the financial resources made available are managed effectively.	PPG, PE, 'catch up' funding is spent appropriately targeting our most vulnerable learners and opening opportunities for all pupils. The Newdale budget will continue to be positive.	PPG, PE and 'catch up' funding action plans have been produced using some of the advice from the Education Endowment Foundation.	Progress and data analysis for all vulnerable groups Monitoring of the number of vulnerable children attending after school clubs	Areas for PPG, P.E and 'catch up' funding have been identified and are on the school website. We constantly monitor attainment for those pupils identified.	
8. How well governors operate in such a way that statutory duties including safeguarding are met and priorities are	SCR is up to date and all correct checks are in place for newly appointed staff. All staff and governors are up to date with KCSIE.	Spot check of SCR, and samples of safer recruitment procedures, and staff personnel files in order to identify how they all inter relate. KCSIE 'test' for staff and governors to assess our knowledge and identify any gaps.	Continue with spot checks. Analysis of the test and feedback to identify areas for staff and governor	The SCR is up to date and robust. All governors have read the latest KCSIE Sept 2021 and	SCR KCSIE

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approved.	<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 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>Updated DSL training for staff. Safe guarding training for safeguarding governor. Updated raising awareness training for safeguarding governor.</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>development.</p> <p>Staff and governor to feedback at DSL meetings or governor committee and FGB meetings.</p> <p>We have a designated governor to check our school website is up yo date with all statutory policies.</p> <p>Monitoring of attendance data reported at each FGB.</p>	<p>have agreed the latest Child Protection and Peer on Peer Abuse policy</p> <p>Our school website is up to date with all statutory policies.</p> <p>Although attendance has dropped during and after the pandemic, it is still above the N.A.</p>	<p>Certificate of attendance at training. Minutes of DSL and governor meetings.</p> <p>School website</p> <p>Governor minutes.</p>
9. How well governors engage with key stakeholders.	Governors are aware of parental views.	<p>Governors Annual Report to parents completed.</p> <p>Parent questionnaire</p>	Analysis of parent, pupil and staff	Responses to questionnaires are analysed at governor F&P	<p>Website.</p> <p>Results of parent questionnaire.</p>

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		Staff stress audit. Pupil questionnaire	questionnaire	committee and responses are discussed and carried out wherever possible	
10. How well governors use Pupil Premium, and other resources to overcome barriers to learning including reading writing and mathematics.	PPG, P.E and 'Catch up' funding will have a significant impact to ensure pupils have resumed their learning including the blend of classroom	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. Catch up funding action plan shared with governors	Progress and attainment data will continue to be analysed and intervention programmes monitored. Equally the government 'catch up' funding will be closely monitored to ensure achievement and closing the gaps in learning will not be hindered due to the 'lock down' period.	See the website for how this money is spent. It has been difficult to analyse progress and attainment data due to the pandemic. Likewise it is difficult to monitor the effect of the 'catch up' funding in terms of progress and attainment	Data analysis. School website. PPG, P.E. 'catch up' funding action plans.