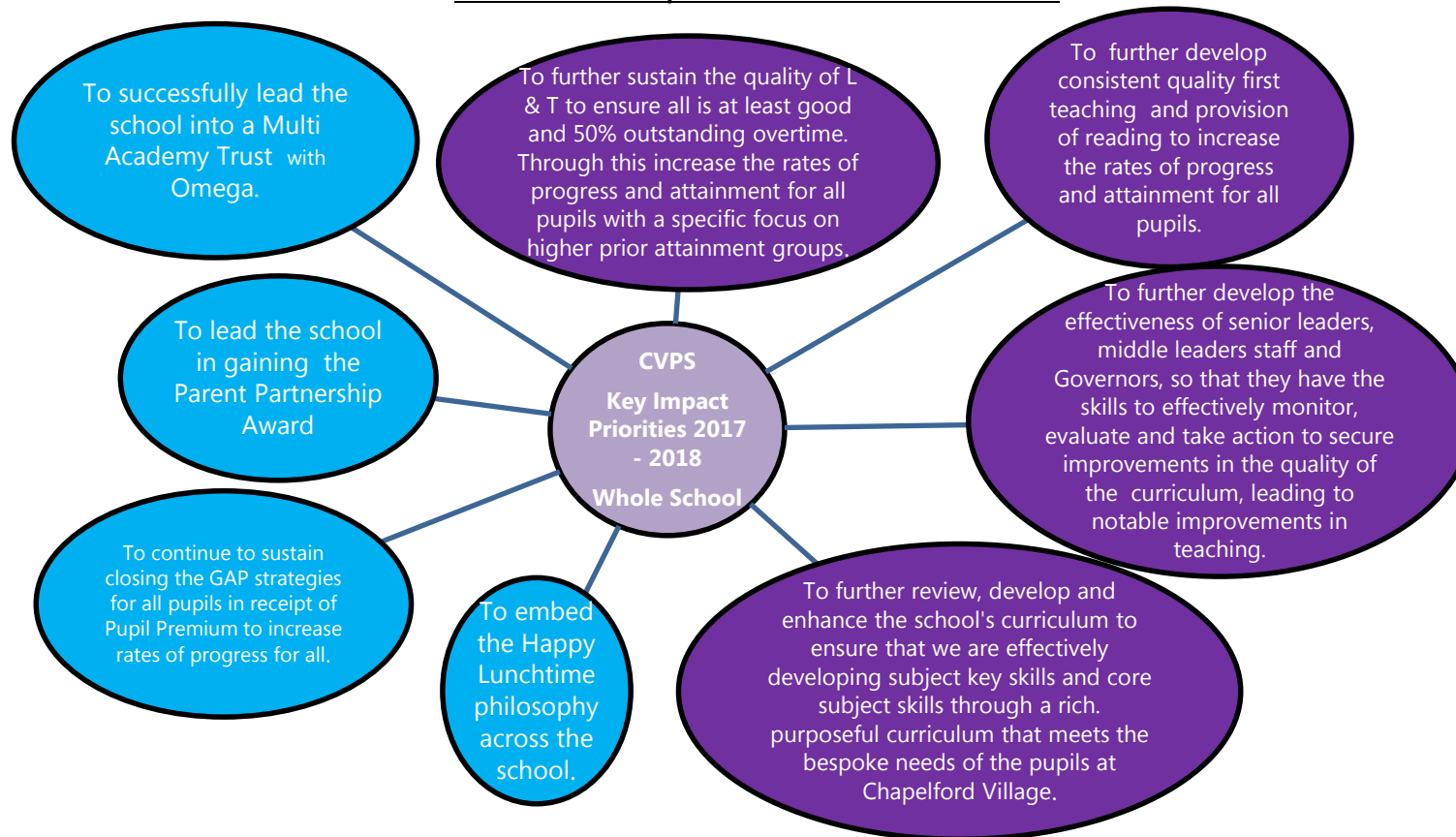


Chapelford Village Primary School Governing Body Action Plan for 2017-19

School Current Improvement Priorities 2017 – 2019



The three key main roles of the Governing Body are: (They will possibly ask you if you are aware of these!)

- 🌳 To have a strategic view of the school (you are all required to visit at least once per term for area of responsibility and report findings as part of school self-evaluation)
- 🌳 To bring support and challenge to the school (through your required actions as part of school self-evaluation you know the school well, work with external partners and as a result can effectively support and challenge the school – because you know the key priorities from effective self-review)
- 🌳 To ensure accountability – i.e. holding the school to account and being accountable

These roles are seen through raising standards, improving the school, focused agendas linked to outcomes from rigorous school self-evaluation and review, effective safeguarding, good management of budgets and rigour in fulfilling statutory functions.

In addition to this Governors will also need to consider:

- How governor visits are organised and how often they take place – they take place at least termly – ½ termly for key priority areas and the HT sets these dates each term – they are available on the school website – they are also linked to work with school’s professional partners
- The strengths, weaknesses and training of the governing body – training linked to GSHS teaching school - strengths are that all governors attend training from the same organisation and as part of the potential MAT. Governor training will be identified from effective self-review and in response to national agenda and policy changes.
- How the governing body supports and challenges the school’s senior leaders –being part of the school self-review process and working with professional partners ensures that Governors know the school effectively and as a result can challenge and support with purpose – Governors are clear of the school key priority areas and also the challenges that the school faces in achieving these
- Are governors aware of their strategic functions - see above
- Have governors undertaken a self-review – is there evidence of this - annual self-review –2016 / 2017 identified the need for Governors to develop the capacity to challenge school leaders effectively and to increase monitoring to impact on developing teaching across the school, this was achieved by involving Governors in the process of school self-review so that they know the school very well and not just base judgements on national outcomes such as Data Dashboard and Raise Online – these are informative but knowing the school in context enables more effective challenge
- Do minutes reflect support and challenge? (Minutes play a vital role in the inspection process) – challenge questions are highlighted in minutes

Target	Management How do we get there?	Evidence Base What monitoring will take place?	Lead and Timescale	Cost	Impact of Action
To establish what skills the present Governors have in order to support school development	Ask all Governors to complete a skills audit. Look through them and identify what training or additional governors are needed.	JA/ST to report findings at next full Governors meeting.	JA & ST To evaluate before Oct half term, identify skills needs and share at FGB meeting	Budgeted training for Governors	Governors are equipped with the skills required to support and challenge in committees they are part of
<p>Update: November 2017 meetings identified school need and HT to seek to gain interest in Governors from MAT/LA that can support the school with the required skills set identified – currently advanced safeguarding knowledge is a requirement of the GB as a valued and knowledgeable Governor has retired September 2017. The HT sought interest in the vacancies and a HT from Omega MAT and an experienced HT have shown an interest in serving the school Governance.</p> <p>Update Spring 2019 – after considering the Governor Competency Framework it was felt that the Governing Body has a wide range of strengths across the board to support strategic leadership, accountability, people, structures, compliance and evaluation – this is leading to notable improvements across the school and professional relationships, challenge and support between staff and Governors is a notable strength of the school.</p>					
Establish a Governors Monitoring Group	Basic requirements – Manage and develop the schools capacity to improve Have a confident and articulate knowledge of what “good” looks like within areas of responsibility and be able to ensure that the	SES School Improvement Plan Governor Monitoring Reports Subject lead reports Learning Walks Meeting Minutes	JA & ST SLT Leaders of Learning All staff	Subject leaders time	Governors are more effective and more supportive and this leads to notable improvements in the quality of learning and teaching provision across the school.

	schools vision and ambition is achieved .				Governors are supporting the development of non negotiable high expectations across the school and scholastic excellence.
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Update: December 2017 COG and VCOG have met a reviewed the monitoring and evaluation process for Governors – it was felt that Governors would benefit from an over view of the process of MER, SIP and SES – this will be undertaken by the HT in Spring FGBM. It was still felt that a report of visit was required post monitoring and that this would then be shared with leadership and appropriate subject lead to feed into reviews and impact reports. An outline of post visit impact report will be devised with Governors in the Spring term FGBM

Update: November 2018 HT to share Governor monitoring schedule and protocol including report visit format shared – now needs to be developed over the Autumn Term 2018.

Spring 2019 – all Governors with delegated responsibilities are working with consistency in monitoring and evaluating across the school - this includes working with the school's professional partners as part of external accountability– as a result educational achievement, rigorous analysis and understanding of data have vastly improved from a Governance perspective and Governors have gained the confidence to be able to appropriately support and challenge the school. Governors are aware of the values and ethos of the school and how these are reflected in the schools and subject improvement plans. The COG and VCOG have established professional relationships with the board that ensure high expectations are maintained and developed.

Review progress of Action Plan	Review the progress and impact of the Governor Action Plan at Full Governors meeting in Spring and Summer 2018 Reviewed Spring Term 2019	Action Plan improved in light of evaluations and next steps identified – Rag rated – standing agenda item established.	ST JA	Time	The impact of actions that Governors take secure and sustain improvements to teaching, learning and provision of the curriculum at CVPS.
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Update: December 2017 – VCOG, COG and HT met and reviewed action plan progress and impact.

November 2018 – HT and COG revise plan and extend priorities for 2018 – 19 due to the number of new governors to the board.

<p>For governors to have a full understanding to their statutory role and responsibility in relation to Safeguarding pupils at CVPS.</p>	<p>All governors to attend and participate in annual safeguarding training and termly updates as required.</p> <p>All Governors are aware of the schools actions to meet the protected characteristics as outlined in the Equality Act 2010.</p> <p>Governors are aware of the work of the school in ensuring that pupils are prepared for life as British Citizens and have a fundamental understanding of British Values - a true civic education.</p>	<p>Governors are confident of what is required from them and are able to ask questions based on knowledge, safeguarding and equality principles.</p> <p>Learning walks</p> <p>Full governors minutes</p> <p>Governor Log books notes</p>	<p>Annually Safeguarding Governor/Team</p>	<p>SLA support for Safeguarding Lead</p> <p>CPOMS</p>	<p>Governors are able to hold Headteacher accountable in ensuring safeguarding procedures, practices and policies are robust, consistently adhered to and are creating a highly effective safeguarding “culture” at CVPS. Governors are effective in ensuring they are discharging their core statutory functions as highlighted in the Governor Handbook.</p>
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Update: December 2017 New Governors recruited to the FGBM with safeguarding experience - these will be formally appointed from Spring 17 onwards and then be involved as part of the school’s safeguarding team. Emma Coupe, strategic safeguarding lead ensuring that all requirements are compliant. School now has support from Jan Malone at OMAT and CPOMS is being devised with school as part of OMEGA MAT.

November 2018 – New Safeguarding Governor appointed and has attended and reported on the Safeguarding meeting – report attached to Headteachers Report
 J Malone has undertaken Governor Training for Governor.

<p>To further develop knowledge and understanding of all curriculum subjects in order to ensure that the school curriculum design, implementation, breath and balance is impacting on pupils outcomes and their personal development and welfare.</p>	<p>Subject Leads and Leaders of Learning to meet at least termly with Governors for updates in relation to priorities/action plans and standards in their subject areas.</p>	<p>Governors minutes Governor Visit Reports Subject Lead reports Learning Walks Monitoring – book scrutiny and learning walks</p>	<p>Subject Lead and Governor Reports within Termly HT Report</p>	<p>Governors have a detailed knowledge/ understanding of school improvement priorities and impact of actions – this is leading to scholastic excellence across the curriculum.</p>
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Update: December 2017 – HT to continue to provide a monitoring expectation overview that the COG will distribute to Governors with expectations evident of monitoring visits. COG will review all reports and notes of visit with HT . At the Spring Term FGBM COG and VCOG will devise monitoring teams based upon the principle of lower and upper school using the Governor skills audit to ensure expertise is utilised across the school.

Next steps: Autumn Term 18

- HT to prepare Monitoring overview for Governors for Spring Term 17 – COG to disseminate to all Governors
- HT to prepare outline of Visit Impact Report for Governor Consultation Spring Term FGBM
- COG and VCOG to develop Governor Monitoring Teams, from the skills audit at the Spring Term FGBM ensuring all statutory requirements are fulfilled and roles assigned
- HT to prepare overview of MER process for Governors for the Spring Term FGBM 18 – 10 minutes
- End of Spring Term COG and VCOG to plan to meet with HT to review the Governance Action Plan and Impact

Target	Management How do we get there?	Evidence Base What monitoring will take place?	Lead and Timescale	Cost	Impact of Action
<p>To further develop Governance Training to ensure that all Governors are prepared for the revised Ofsted Framework 2019 and other changes in national policy – including Teacher Recruitment and Retention</p> <p>COG and VCOG SBM Gov Finance Chair and SBM undertake a three year long term financial plan and sustainability exercise</p>	<p>ECM to undertake Governance Training for CVPS Gov on the new OFSTED Framework in the summer term and implications for effective governance.</p> <p>Training lead governor and SBM to ensure compliance of Governors at Governor Training</p>	<p>Governor Training Log Review against Governor Competency Framework COG and VCOG reviews</p>	<p>Ongoing Summer Term 19</p>	<p>TBC</p>	<p>Governors knowledge, skills and effective behaviours to support the school effectively and have a knowledge of current and pending policy.</p>

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Appendix A

Questions for governors to ask themselves when they come into school to monitor:

Remember also the three key functions of a governing body:

- a. Ensuring clarity of vision, ethos and strategic direction;
- b. Holding the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff; and
- c. Overseeing the financial performance of the school and making sure its money is well spent.

What time commitment is reasonable? If every member of the governing body agreed to just one visit per year to address one of the below, we could cover a great deal.

Category:	Question:	How could we monitor this?	Who will and when?
SAFEGUARDING	What aspects of safeguarding are there? Which aspects are the school good at dealing with? How is the school developing a safeguarding culture?	Talking to different members of staff Reviewing our safeguarding policy Talking to safeguarding lead Governors to talk to E Safety officers and gather evidence	
VISION FOR THE SCHOOL	What makes an exceptional school, what is the school vision?	Talking to staff Talking to children Pic collage of evidence – Governor portfolio of evidence that supports the exceptional vision of the school Presentations to governors from pupils Reading research	

CURRICULUM	Can you explain the overarching curriculum ideology for each phase of the school : EYFS, Phase 1 and 2?	Discussion with Leaders of Learning Viewing the school Staff views in staff meetings and training days	
SAFEGUARDING	How do you know if behaviour is good in the school? What does good learning behaviour look like?	Walking the school Exclusion records Talking to key members of staff Learning walks evidencing effective learning behaviours and high expectations of staff	
TEACHING AND LEARNING	How important are English and maths compared to other subjects? As a governor of the school, what are the priorities for English and maths?	Your own views Book scrutiny evidence Working alongside professional partners in school undertaking reviews with staff School vision Talking to SLT Surveys of parents	
TEACHING AND LEARNING	How does the school teach reading in the school and EYFS? Understand why reading is a key school improvement priority – Early Years baseline, KS 1 outcomes and Ks 2 outcomes What is the schools expectation for reading – reading strategy? What schemes are used for reading and phonics – how effective are these? How is the school developing reading as a	Talking to HT DHT and English lead Learning walks with a specific focus in key priority areas – autumn term reading provision in the classroom Discussing reading with teachers - impact of CPD, support and monitoring outcomes Hearing children read Talking about books with children	

	<p>whole school priority – actions and impact of these? Impact of external support.</p>		
<p>VISION FOR THE SCHOOL</p>	<p>Can you explain the overall approach to teaching and learning in our school? What does good teaching and learning look like? How are senior leaders supporting and ensuring that only good teaching is evident at CVPS? How are senior leaders at CVPS ensuring that staff are supported and managing their workload? What are the core rights and responsibilities that everyone has in the school? How do the above inform and achieve the school vision?</p>	<p>Discussing good Teaching and Learning in presentations to governors Seeing Behaviour policy and monitoring the effectiveness of this in the school – high expectations Talking to Safeguarding/pastoral care team Staff views in staff meetings and training days Staff views gathered to include views on managing workload</p>	
<p>SCHOOL IMPROVEMENT</p>	<p>What are the current school priorities? How are these shared?</p>	<p>Attending September INSET days HT reports Subject lead reports Governor involvement with school professional partners</p>	

SCHOOL IMPROVEMENT	How have you, as a governor, impacted upon these priorities? How can you ensure the HT and leaders are never complacent?	Asking the right questions Being prepared for meetings Not accepting first answers Engaging in monitoring program itself (seeing for yourselves) Undertaking governor training	
SCHOOL IMPROVEMENT	How much has the school improved over the last three years, and what has the governing body's contribution been to this?	Understanding Raise online and data Asking for clarification of why things are this way and comparing this with other schools Understanding the school context and issues	
SCHOOL IMPROVEMENT	Are children progressing well in terms of data? EYFS? KS1? KS2? What other things (such as books) do you review? Are tangible high expectations evident across the school	Review books Understand data reports Review 'assessing without levels' with Leaders of Learning/SLT	
SAFEGUARDING	What is the PREVENT agenda? How are the school addressing it?	Talking to staff Attending training Safeguarding audit Action plans for safeguarding	
SAFEGUARDING	What is governors understanding of cyber-safety, and how does our curriculum address it?	Talking to IT lead Looking at children's cyber safety work Talking to children	

CURRICULUM	If you can, can you explain such things as: Are ability groups important for the school – which year groups deploy these and why? Does the schools delivery of the curriculum get more formal as the children get older? If so, why? Should the school ability group children? If you saw lots of rows in school, or groups of tables as you walked around, what would that indicate?	Talking to teachers Finding out if the ethos pervades school Talking to children Staff views in meetings	
CURRICULUM - EYFS	Why do children just play in the early years?	Talking to EYFS lead Talking to EYFS teachers	
CURRICULUM	To what extent are tidy and neat books an indicator of high standards, great learning and pride?	Looking at books Discussion with children with their books Comparing our books to other schools, even.	
CURRICULUM	EYFS – What is continuous provision and what does it look like? EYFS – How is the environment different to the environment in year 3, 4, 5, or 6, and why is that?	Talking to EYFS leads Discussing with SLs Talking to teachers	
CURRICULUM	British Values – To what extent does the school promote British Values? What are they?	Reading DfE circulars Speaking to school council Attending assemblies Involvement in MTP with the HT and staff	
CURRICULUM	SMSC – “Spiritual, Moral, Social and Cultural” education. How do we promote it and “live” our ethos?	Reading DfE circulars Speaking to school council Attending assemblies	

TEACHING AND LEARNING	In what ways is the environment of the school important?	Walking the school Conducting health and safety walks Talking to teachers Talking to pupils and parents for their views	
TEACHING AND LEARNING	Is the school environment only about the way it looks?	Understanding ethos Talking to pupils and parents for their views Talking to school council	
TEACHING AND LEARNING	What difference has the new national curriculum made to your school?	Talking to teachers Seeing longer-term planning documents Seeing books Staff views	
TEACHING AND LEARNING	What is 'phonics' and what is our approach to the teaching of phonics?	Talking to Literacy lead Talking to SLT Discussing reading with teachers Hearing children read Talking about books with children	
TEACHING AND LEARNING	What is our approach to the teaching of mathematics, and early number?	Maths lead EYFS teachers Seeing books across the school Seeing maths overviews + plans	
TEACHING AND LEARNING	How important is the focus on "effective written methods" for calculations? How does this balance with the ideas of "models and images"?	Maths lead Seeing books Seeing routeways	
VISION FOR THE SCHOOL	What is the school's approach to community relations and race relations? How often do you canvass the opinion of the parents and pupils at the school? What do they say?	Speaking to parents Staff views	

SPECIFIC SUBJECTS	How is music taught across the school?	Talking to Music Lead Seeing choir Seeing presentations	
SPECIFIC SUBJECTS	Could you name the statutory subjects in school? Did you know "RE" is statutory and has a local "agreed syllabus"?	Curriculum lead SLT RE Lead RE Local Authority team	
SEND AND MORE ABLE (AGT)	What is done to challenge (or support) children that are able? (or "gifted and talented"?) How are these children identified? What does the school do to support more able disadvantaged pupils? What of those needing additional support See vision, but: understanding approaches to challenge	Talk to: SEND / inclusion lead Nurture / pastoral team Seeing SEND data SEND reports to governors Visiting nurture during day Talking to children about extension, challenge and difficulty Reviewing enrichment activities WOW days	
SEND AND MORE ABLE (AGT)	What is done to challenge (or support) SEND children? How are these children identified?	Talk to: SEND / inclusion lead Nurture / pastoral team Seeing SEND data SEND reports to governors Visiting nurture during day Talking to children about extension, challenge and difficulty Reviewing enrichment activities	
SEND AND MORE ABLE (AGT)	What "high tariff" children do we have in school? What is the impact of these children on learning, resourcing and so forth?	Exclusion data Case studies from staff VPL – how does the school monitor and support this How does the schools family support lead develop early help across the school	

SCHOOL IMPROVEMENT	Do you know what the “vulnerable groups” are in the school, and their progress? (e.g. pupil premium)	Talk to SEND / inclusion Discuss pupil premium with Headteacher	
SCHOOL IMPROVEMENT	What is the profile of teaching in the school? Where are the areas of strength?	Discussion with SLs and Head Discussion with individual teachers Reports from pay panel reviews	
SCHOOL IMPROVEMENT	What CPD (continuing professional development) is used to improve learning and teaching? What does good CPD look like? How much influence should governors have in this area? (e.g. is it a strategic decision to spend money on coaching, for example?)	Presentations from HT Talking to staff about their needs and evaluations Evaluations from a range of staff members Staff views in meetings	
FINANCIAL MANAGEMENT	Does the schools’ SFVS document represent a true reflection of what happens?	Discussions with SBM Checking on office functions Talking directly with schools’ finance officer from the LA.	
FINANCIAL MANAGEMENT	Are budgetary controls in place and adhered to?	Checking order values Requesting audits Talking directly with schools’ finance officer from the LA.	
FINANCIAL MANAGEMENT	Is value for money being achieved?	Having an active role within recruitment and strategic recruitment decisions	

Reviewed By Headteacher and COG 08.11.18

Reviewed by HT COG and VCOG 01.03.19