



Relevant Information.

Linked to the SEF and SDP (and the new Ofsted framework from September 2019) the following objectives are relevant to the leadership and management evaluation of the school and governance.

- Those responsible for governance understand their role and carry this out effectively.
- Those with responsibility for governance ensure that the school fulfils its statutory duties.
- Everyone on the board must be able to engage in a discussion about ASP or equivalent data.

Moving forward we need to ensure we have a robust evidence trail* for governance to reflect the strategic impact the Governing Board has on our school improvement journey.

(*monitoring responsibilities, school visits, learning walks, appropriate challenge, 1:1 meetings with leaders, followed by a Governors monitoring report, FGB minutes, independent validation of information provided.)

Objective:	Actions: RAG rated	Time frame and resources	Success Criteria:	Impact:
<p>Those responsible for governance understand their role and carry this out effectively.</p>	<p>- Governors are assigned to a key role and responsibility for monitoring and evaluation.</p> <p>- 'GSS Job descriptions' distributed for key roles and responsibilities.</p> <p>- Governors with key responsibilities organise appropriate means of accessing</p>	<p>Termly calendar to ensure 1:1 meetings with lead Governor and subject leader/SLT are spaced out throughout the year.</p> <p>Subject leaders to be given time to meet Governors. SLT/subject leaders to attend occasional Governors</p>	<p>- That Governors volunteer to take on responsibility for key roles.</p> <p>- All Governors with key roles and responsibilities have read, clarified and understood expectations and feel confident.</p> <p>- Shared timetable for monitoring visits or school focussed work for the academic</p>	<p>Governors have a clear overview of their subject or area of responsibility through meeting with the subject or senior leader, visiting school, learning walk and full attendance at FGB meetings.</p> <p>Lead Governors communicate effectively with school leaders directly and feedback to Governors. The Governors development plan calendar</p>

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	<p>either school based staff or relevant documentation to be able to independently monitor and evaluate their assigned area.</p> <p>- Governors with key responsibilities monitoring report as part of GB evidence trail.</p> <p>- CPD for Governors is provided as needed.</p>	<p>meetings or to provide a report.</p> <p>LA courses and in house training if necessary e.g. ASP or Fusion HR. SBM to communicate with Governors and book relevant training.</p>	<p>year.</p> <p>- All Governors able to access and share reports prepared by Governors with key responsibilities to be able to both acquire additional information and/or seek further clarification.</p> <p>- Governors take the opportunity to share key findings and feedback key aspects of their summary reports in Committee meetings.</p> <p>- Evidence of CPD on running record will be held by Training Governor.</p> <p>- Governors accessing training will provide a short summary of the impact of CPD.</p>	<p>ensures visits are spread throughout the year.</p> <p>Governors monitoring reports are circulated prior to half termly FGB meetings. They are informative and provide a triangulation of evidence for the FGB.</p> <p>Governors speak confidently about their subject area to other Governors, School Improvement Advisors and Ofsted.</p> <p>Governors accessed regular training to enable them to support and challenge the Headteacher effectively.</p>
<p>Those with responsibility for governance ensure that the school fulfils its statutory duties.</p>	<p>- Regular meetings between chairs of FGB and Committees with Headteachers.</p> <p>- Prior to FGB meetings, learning walk opportunities will take place to enhance Governor's understanding of how the curriculum is effectively</p>	<p>Morning meeting every 2 weeks with HT and 2 COG's.</p> <p>Calendar to plan for subject leaders to lead a learning walk prior to the Governors meeting with a different.</p>	<p>- Core agendas are increasingly personalised to ensure key elements of the SDP are fulfilled.</p> <p>- Chairs increase understanding of school priorities and associated actions and impact overtime.</p> <p>- Running record of different Governors overtime monitoring school environment</p>	<p>Meetings with Headteacher and Chair of Governors occur every 2 weeks via Zoom.</p> <p>Chairs have a greater understanding of the day to day running of the school as well as the bigger picture.</p> <p>Policies are continually reviewed and renewed and ratified at FGB meetings.</p>

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	<p>delivered in school to meet statutory requirements.</p> <ul style="list-style-type: none"> - All Governors are encouraged to ask relevant questions to constructively and appropriately challenge leadership and management of school through the Headteachers and wider leadership roles. - CPD for Governors is provided as needed. 	<p>3 new Governors to have their induction training in the Spring/Summer term.</p>	<p>in the context of evidencing curriculum coverage and where possible standards.</p> <ul style="list-style-type: none"> - Opportunities are given in Committee meetings for constructive and appropriate question and answer sessions. - Committee minutes evidence questions, responses and actions arising. <p>- Governors accessing training will provide a short summary of the impact of CPD.</p>	<p>Governors check the website compliancy is up to date.</p> <p>FGB minutes show Governors support and challenge the Headteacher to ensure pupils outcomes improve through quality first wave teaching and effective use of the school’s budget and targeted funding.</p>
<p>Everyone on the board must be able to engage in a discussion about ASP or equivalent data. (The Governance Handbook page 25.)</p>	<ul style="list-style-type: none"> - Analysis of statutory* school performance data information shared and discussed in relevant meetings. - Analysis of school** based performance data shared and discussed in relevant Committee meetings. * EYFS, Phonics, KS1 and KS2 SATS. ** Pupil progress meeting snapshot – four per year. 	<p>Headteacher is currently the Assessment leader in school. Time to produce termly reports for in-house data. ASP released in Autumn term. SIP and Hub reports shared with Governors.</p>	<ul style="list-style-type: none"> - Governors feel confident in their knowledge and understanding of; <ul style="list-style-type: none"> > Headline data linked to school outcomes compared to national outcomes. > Vulnerable group outcomes school and national. > Trends over time. > Cohort contexts. - Governors feel confident in their knowledge and understanding of; <ul style="list-style-type: none"> > Whole school tracking of pupil progress and outcomes over the academic year. > Current barriers to learning linked to cohort vulnerabilities. > Interventions including external support. 	<p>Termly Headteacher reports and assessment overviews provide Governors with key information. Governors have an overview of 2019 ASP data (most recent validated data) as well as termly and end of year in-house data. Governors question data analysis effectively in regards to staffing, pupil progress, vulnerable groups and actions to address. Governors feel confident that Pupil Premium and Covid Recovery funding is used effectively and pupil outcomes reflect the very good progress made by all pupils.</p>



Greenmount Primary School

Governance – Action Plan February 2023

<p>Governors should understand how school is working towards the three I's in the new inspection framework; intent, implementation and impact.</p>	<p>- Governors share, discuss and track and evaluate SEF and SDP both of which are aligned to the new Ofsted framework (good criteria) and clearly show the relevant criteria and expectations for the three I's.</p> <p>-Governors contribute a small section to a half termly newsletter following their subject monitoring visit.</p>	<p>The curriculum leader is the staff Governor. Time given for CPD and subject leadership monitoring. Regular feedback to Governors during FGB meetings.</p>	<p>- Governors feel confident in their knowledge and understanding of;</p> <ul style="list-style-type: none"> > Whole school curriculum offer and key priorities. > Subject specific 'sticky' knowledge and vocabulary according to age and stage of development. > Subject leader action plans, evidence trails and impact. 	<p>Governors know the Intent of our whole school curriculum and monitor the implementation and impact through gaining an overview from subject leaders and school visits. The website and Twitter page reflect the broad and balanced curriculum. Governors meeting minutes show regular updates on the curriculum and personal development. Governors know Governors contribute regularly to school newsletters.</p>
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