

IMPROVEMENT AREA	Governance		
<p>Ofsted reported in January 2017 that, ‘The Governing Body does not always hold senior Leaders to account for the quality and impact of some aspects of the school’s work and do not currently have an accurate view of pupils’ progress and attainment in English and maths. The lead inspector requested that an external review of the Governing Body take place. The review took place between February and March 2017. An action plan was formulated following the outcomes of the review.</p> <p>Since the inspection there has been a new Chair of Governors appointed due to the death of the previous Chair. One of the Vice Chairs has also retired and three new governors have been appointed, two of which filled vacancies for parent governors. In July 2017 HMI reported that, ‘The new system makes it much easier for governors to see where the school has made progress and where further work is needed. They are able to hold leaders to account more effectively for all aspects of the school’s work. Governors have responded positively to the findings of the review of governance and have put in place their own action plan to improve their effectiveness. They have ensured they have acted on each of the recommendations. Governors are deeply committed to the school and determined to</p>	By October 2017	By December 2017	By April 2017
	<p>Training for governors is booked to ensure accountability is understood.</p>	<p>Roles and responsibilities training has taken place ensuring governors are clear about their role in school.</p> <p>Strategic planning training to have taken place ensuring governors to support the HT in moving the school forward and meeting targets.</p> <p>School assessment system training to have taken place ensuring governors understand assessment processes in school and progress expectations, enabling governors to be able to challenge data effectively and identify next steps to make in academic progress.</p> <p>Monitoring and evaluation timetable in place, and evidence and actions can be demonstrated with input from all to contribute into school evaluation.</p> <p>Spending is understood and approved by the governing body with impact in individual pupils identified.</p>	<p>Governors know the school well and contribute effectively to strategic planning for further improvement.</p> <p>Leadership is good at all levels.</p> <p>Governing body demonstrably holds the school to account.</p> <p>Monitoring and evaluation timetable in place, and evidence and actions can be demonstrated with input from all and this has fed into school evaluation.</p> <p>End of year outcomes analysed and new priorities identified for new academic year.</p> <p>Spending is appropriately targeted and impact monitored by governing body.</p>

ensure rapid improvement. They now take responsibility for different aspects of the school Development Plan so they can check more rigorously on implementation. Because assessment systems have improved, governors are more able to hold leaders to account for the progress the school is making. They ask insightful questions of leaders.

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KEY ACTIONS	Leader	Resources	Time scale	Monitoring			Evidence of impact	Reporting
				Who	How	When		
Identify and undertake suitable training for Chair and other governors. A review of Governor Induction Policy is undertaken	Sarah White Margot	CPD Budget Leadership Time	Each Term	Laura	Report on training	Termly	Governors have attended training and can identify and demonstrate the change in levels of understanding and challenge and in supporting the SLT enabling the school to move forward. Governor induction Policy is regularly reviewed.	Report to governors
Establish new role of link governor for areas of the School Development Plan and to regularly monitor the impact identified actions against success criteria.	Laura & Margot	Leadership Time	Every Gov's meeting	Claire	Report to full governors	Termly	Governors make appropriate challenge related to progress against priorities identified in action plans and support the SLT to move the school forward.	Full Governing Body
Devise effective governor monitoring schedule and integrate into school evaluation model	Laura & Margot	Leadership Time	Sep 17	Chris	Report to full governors	Termly	Monitoring and evaluation timetable ensures complete coverage of all areas of school, enabling progress to be made.	Full Governing Body
Improve governors understanding of the quality of teaching-how it is judged and their role in promoting the best practice.	Karen & Lisa	Leadership Time	Termly	Johno	Report to full governors	Termly	Governors are well placed to challenge and support the SLT enabling the school to improve the consistency of the quality of teaching.	Full Governing Body
The governing body produce their own self-evaluation statement annually and reflect on the judgements termly in GB meetings.	Keith	Special meeting	Annually	Jane	SEF document	Autumn Term	Reflection on the functioning and effectiveness of the governing body is a standing item on termly meetings and the GB self-evaluation is produced annually at the end of the academic year.	Full Governing Body

Governors devise strategies to improve engagement and strengthen links with parents, staff and stakeholders	Karen & Lisa	Parent Drop ins	Half Termly	Jane	SD&P	Termly	Governors have developed strategies to listen and respond to the views of parents, staff and other stakeholders.	Surveys and case studies
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