

Werrington Primary School

Three Year

Governance Action Plan

2018 - 2021



Together we succeed.

Strategic Plan

Theme 1: VISION, ETHOS AND STRATEGIC DIRECTION

Evaluative Questions:

- How has the Governing Body (GB) been involved in developing the school's aims and values?
- How does the GB ensure that the aims and values of the school are put into practice?
- How has the GB been involved in setting the priorities and targets of the school improvement plan?
- How does the GB monitor and review the school improvement plan? Is this process systematic and robust?

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> ▪ Develop long-term aims for the school with clear priorities in an ambitious school improvement plan, which is regularly monitored and evaluated against the 2017 Ofsted outcomes and identified next steps. ▪ Subject leaders to develop action plans, aligned to the school improvement plan. These are approved, and progress regularly monitored and evaluated by governors with subject responsibility ▪ G-SEF committee to develop the Governor Action Plan and take to the full board for approval and review. Share with parents via the website. ▪ Safeguarding governor and School Improvement sub-committee to evaluate how effectively the school is promoting British Values. ▪ Communicate vision to all children and parents – ‘Together we succeed’ and Learner Values via newsletters, website, twitter, Facebook, assemblies etc. ▪ Governors to formally agree ideal skill set/composition of governing body – Actively engage in recruitment to fill any gaps in skill set ▪ Continue to consult with stakeholders to develop five year vision (2023 Vision) ▪ Initiate a MAT working party to investigate all MAT options ▪ All governors to consistently model the values and ethos of the school – Agree actions to be taken should any governor not model/promote values ▪ Chair/Vice Chair and Head meetings to be documented (formal & informal) 	<ul style="list-style-type: none"> All All G-SEF Comm Safeguarding Gov All All All MAT group All Chair (C) / Vice Chair (VC) 	<ul style="list-style-type: none"> Summer 18 Autumn 19 Summer 19 Autumn 18 Ongoing Spring 18 - ongoing Summer 18 Ongoing Ongoing Summer 19 	<ul style="list-style-type: none"> ▪ All governors can articulate the vision of the school. ▪ The vision is consistently set out in relevant school documents. ▪ The school's values, vision and aims are shared clearly on the school website. ▪ Governors play a significant role in championing a vision that is shared and owned by all. ▪ The governing body is influential in setting the strategic direction of the school and the priorities and targets of the school improvement plan. ▪ The governing body monitors progress against the milestones in the school improvement plan, with particular focus on the key areas for development identified by the 2017 Ofsted inspection. ▪ Governors monitor how effectively policies support the ethos of the school.

Theme 2: EFFECTIVE GOVERNANCE AND STATUTORY DUTIES

Evaluative Questions:

- How does the GB ensure that all statutory policies and documents are in place?
- How does the GB ensure that the school meets statutory requirements relating to safeguarding, pupil care and wellbeing?
- How does the GB ensure that the school meets statutory requirements relating to Special Educational Needs?
- How does the GB ensure that the school meets statutory requirements relating to the curriculum?
- How does the GB ensure that its meetings and other activities are focused consistently on pupil standards and school improvement?

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> ▪ All statutory policies to be reviewed and approved by the full governing body, RC or SIC sub committees as appropriate by their review date. ▪ Evaluating compliance with statutory policies and statutory content on the website to review school documentation and website. Regular visits to school to meet with the Head teacher. Reports to the full governing body. ▪ Lead governor for Safeguarding makes regular visits to school to meet with Safeguarding Lead and pupils, to evaluate impact of policies and procedures relating to safeguarding, pupil care and wellbeing and evaluate compliance with statutory requirements. Reports to SIC. ▪ Lead governor for Pupil Premium makes regular visits to school to meet with Inclusion leader and pupils, to evaluate impact of additional support on pupil progress and compliance with statutory requirements. Reports to SIC. ▪ Lead governor for Curriculum makes regular visits to school to ensure the school is meeting the full requirements of the National Curriculum and to evaluate how progress in Maths and English is accelerated through the wider curriculum. Reports to SIC. ▪ Progress against school improvement plan priorities, milestones and pupil standards monitored through SIC committee and full governing body meetings ▪ Policies relating to Health and Safety and statutory financial requirements monitored each half term through Resources committee (RC) meetings and annual visits by governor with oversight of Health and Safety. ▪ All governors to have opportunity to undertake training to inform their role. 	<p>PM</p> <p>AH / VS</p> <p>AH</p> <p>AH</p> <p>SIP Governor (Nominated Curricular Gov)</p> <p>All</p> <p>Appoint H&S Gov</p> <p>CP</p>	<p>Ongoing – 3 year cycle</p> <p>Annually</p> <p>Ongoing</p> <p>Annually</p> <p>Annually</p> <p>Summer 18</p> <p>Ongoing</p>	<ul style="list-style-type: none"> ▪ All statutory policies are reviewed and approved by the relevant sub-committee or full governing body as appropriate. ▪ Governors ensure that all statutory policies are in place, are reviewed in a timely manner and are easily accessible via the website. ▪ The school’s safeguarding work ensures pupils are safe, cared for and their wellbeing is at the heart of the school’s work. ▪ The school is inclusive, statutory requirements relating to SEND and inclusion are met and all pupils are supported in making good or better progress. ▪ The school fulfils all requirements of the National Curriculum. Curriculum provision is vibrant and engaging for pupils. ▪ School improvement work at Werrington Primary School is rapid, leading to outstanding provision in all areas. Pupil achievement is outstanding. ▪ The school’s budget is balanced. The school provides excellent value for money. ▪ Governor training calendar evidences governors have undertaken targeted training to support their role in evaluating school provision. ▪ Outstanding leadership is further embedded.

Theme 3: MONITORING AND EVALUATION

Evaluative Questions:

- What is the range of evidence/data that helps the GB to form judgements on standards of achievement, progress, teaching, behaviour and safety in the school? Is this sufficient to triangulate reports from the Head teacher?
- What is the range of evidence/data that helps the GB to form judgements on standards of achievement and progress of pupils from particular groups (e.g. boys/girls; LAC; pupil premium)? Is this sufficient to triangulate reports from the Head teacher?
- Do sufficient governors have a secure understanding of performance data to provide challenge and support in this area?
- Is there a programme of focused governor visits to school to gather evidence on the implementation and impact of the school improvement plan?
- Do the minutes of GB meetings provide sufficient evidence of governors' challenge and support to the school leadership?
- Does the GB evaluate its own performance at least every other year and how are the outcomes of such reviews used? Is there a GB development plan?

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> ▪ Governors to establish the 2018/19 Monitoring and Evaluation timetable, outlining the focus of sub-committee/full board meetings and governor visits to evaluate evidence/data. This to be aligned to the priorities in the School Improvement Plan, as driven by the 2017 Ofsted inspection. ▪ Ensure regular 360 review of Chairs performance ▪ Governors to evaluate a wide range of evidence, including: School documentation, including School Improvement Plan; reports from the Head teacher and subject leaders (reports on the quality of teaching; anonymised Performance Management records; behaviour monitoring and attendance reports; parental and pupil surveys etc.) ▪ Relevant datasets, including FFT; Governor Dashboard; Analyse School Performance; target setting and tracking data and analysis of cohorts and identified groups e.g. girls/boys, disadvantaged, SEN, EAL etc. ▪ Visits to school – to meet with staff, pupils; to join lessons and school events; to look at pupils' books and take opportunity to discuss their work with them; evaluate the impact of the learning environment in supporting progress within lessons etc. ▪ Structured governor visits by governors with specific roles that align to priorities in the School Improvement Plan. Evaluative questions agreed before the visit and recorded on the governor visit form with clear next steps. ▪ Share overview of the monitoring work of governors ▪ Ensure named governors have clear responsibility for monitoring progress in each area of the school improvement plan ▪ Ensure that governors actively shape the format of Headteacher Reports 	PM and C	Summer 19	<ul style="list-style-type: none"> ▪ Governor roles are aligned to priorities in the School Improvement Plan. ▪ Governors are well informed about the standards of achievement, progress, behaviour and safety and are able to provide support and robust challenge in order to raise standards further. ▪ Governor training has supported governors to fulfil their roles effectively. ▪ Minutes of meetings evidence challenge and support to school leadership. ▪ Governor visits provide sufficient evidence on the implementation and impact of the School Improvement Plan and impact positively on standards in school. ▪ External review of the work of the Governing Body (Ofsted 2017) results in strengths being identified and areas for further improvement driving the actions for the 2018-2019 Governor Action Plan. ▪ Termly governor newsletters etc. provide parents/carers with insight into the work and impact of the Governing Body.
	VC PM	Annually Ongoing	
	PM	Termly	
	All	Termly	
	SIP (Nominated Gov)	Summer – ongoing	
	All SIP (Nominated Gov)	Autumn 18	
	All	Summer 18	
	Autumn 18		

Theme 4: STRENGTHENING SCHOOL LEADERSHIP (SUPPORT AND CHALLENGE)

Evaluative Questions:

- How do the headteacher, chair and other senior leaders work together to ensure that the GB focuses its work on school improvement?
- How does the GB use recruitment and training to ensure that it has the necessary range of skills, knowledge and expertise within its membership?
- How does the GB ensure that governors are allocated to committees and link governor roles to make best use of their skills, knowledge and expertise?
- How are new governors inducted onto the GB to ensure that they can contribute effectively as soon as possible?
- How does the GB develop leaders within the GB to ensure succession planning for GB leadership roles?
- Is there a code of conduct for governors and what is its impact on governors' behaviour and contribution to the GB?
- How does the GB ensure that all staff receive appropriate CPD?
- How does the GB evaluate the effectiveness of staff CPD?
- How is the GB involved in the appointment of senior staff at the school?
- What examples can the GB provide of the impact that it has made on the school?

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> ▪ Committees, full Governing Body and governors with specific responsibilities to ensure that the focus of work and agendas of meetings are aligned to the priorities identified by the school's Self Evaluation and School Improvement Plan, as driven by the 2017 Ofsted inspection. ▪ Governors to complete the National Governors' Association skills audit annually. Outcomes drive the appointments process for new governors. ▪ Training on analysis of data in Analyse School Performance for the full board. ▪ Governor training on school assessment systems and how this drives interventions and the provision map. ▪ Governors to access LA Governing training, network meetings etc. Ensure that Governors can evidence culture of keeping themselves up to date – Governors attend CPD and visit school at least once per term ▪ Governor Induction Pack to be updated. Induction sessions in school for new governors to be followed by full day LA Induction training. ▪ To establish a governor training log, in line with the governor visit log. ▪ All governors to read, approve and sign the Governor Code of Conduct, Governor Visit Policy and Governor Induction Pack annually. ▪ SIC to evaluate impact of CPD on quality of teaching. ▪ Resources sub-committee to be actively engaged in recruitment procedures. ▪ Ensure all meeting are 'expertly' clerked – Job description developed for clerk ▪ Governor CPD budget to be agreed (CPD linked to SIP and outcomes of skills audit) ▪ Ensure that all governors receive regular information from NLG (Fiona Stagg) ▪ Develop governing body so that all governors can ask appropriate questions/challenge data ▪ Review contribution of each individual governor – Are they effective? 	<ul style="list-style-type: none"> All All All All All PM CP All SIC RC C RC PM C / VC C / VC 	<ul style="list-style-type: none"> Summer 19 Spring 19 – Annually Autumn 18 Spring 19 Autumn 19 – ongoing Summer 18 Autumn 18 Autumn 18 – Annually Spring 19 – Annually Ongoing Ongoing Summer – annually Summer 18 Ongoing Summer 19 - annually 	<ul style="list-style-type: none"> ▪ Agendas and minutes of meetings, focus of governor visits reflect the school's identified priorities for improvement. ▪ The annual skills audit reflects the experience and expertise of governors. Governors' roles are allocated in accordance with this. ▪ Skilled and knowledgeable governors make an outstanding contribution to school improvement, demonstrated by their challenge to the school. ▪ Governor Induction Pack available on the school website. Induction is effective, enabling new governors to contribute effectively to the work of the Governing Body. ▪ All governors share a common vision and uphold the values outlined in the Code of Conduct, which is available on the website. ▪ Governors, both individually and collectively, are able to evidence the impact they have made on the school. ▪ Robust recruitment procedures result in the recruitment of high quality staff.

Theme 5: PERFORMANCE MANAGEMENT OF THE HEADTEACHER AND STAFF

Evaluative Questions:

- Has the GB adopted appraisal and pay policies that are consistent with the requirements for performance-related pay?
- Is the headteacher's appraisal informed by advice from an appropriate and independent external adviser?
- How does the GB monitor the headteacher's performance over the year?
- How does the GB monitor the implementation and impact of staff appraisal over the year?
- How does the GB ensure that performance objectives for all staff are SMART and focused on pupil achievement?

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> ▪ Full Governing Body to review and approve the 2018/19 Pay Policy. ▪ Full Governing Body to ensure that the Head teacher's Performance Management is informed by the national Standards and targets set are driven by the 2017 Ofsted inspection outcomes and identified next steps for further school improvement. ▪ The Head teacher's Performance Management sub-committee to meet Spring term with the Head teacher to review progress towards the set targets. ▪ The Pay committee (Resources sub-committee) to meet with the Head teacher to review anonymised performance management records of teaching and support staff in order to evaluate the rigour and impact of staff appraisal. ▪ To provide Pay committee governors with information about the quality of teaching (anonymised lesson observations, book scrutiny, learning walks, analysis of standards and data) in order to evaluate if performance management objectives have been met. ▪ Pay committee to review anonymised performance management records of staff to ensure leadership objectives are directly linked to School Improvement Plan priorities. ▪ To provide governors with the information they need on assessment procedures so that they are able to evaluate and challenge outcomes with reference to performance related pay. 	<p>All HT Perf Man Comm</p> <p>HT Perf Man Comm</p> <p>RC (Pay)</p> <p>RC (Pay)</p> <p>RC (Pay)</p> <p>PM</p>	<p>Summer – annually Autumn – annually</p> <p>Spring – annually</p> <p>Autumn – annually</p> <p>Autumn – annually</p> <p>Autumn – annually</p> <p>Autumn 18</p>	<ul style="list-style-type: none"> ▪ Policies for Appraisal and Pay in place that comply with statutory legislation. ▪ Independent/External Partner's guidance for governors ensures a rigorous process for the Head teacher's performance management. ▪ Rigorous performance management procedures support teachers in raising further the quality of teaching and pupil progress and embedding outstanding leadership at all levels. ▪ Rigorous performance management procedures support learning support assistants and HLTAs in raising further the quality of teaching and pupil progress. ▪ Governors make rigorous pay decisions based on evaluation of performance management outcomes.

Theme 6: ENGAGEMENT WITH STAKEHOLDERS

Evaluative Questions:

- How does the GB listen to and understand the views of parents and pupils?
- How does the GB report to our parents and local community?
- Does the school website meet statutory requirements and does it provide useful information to parents and other stakeholders?
- How does the school collaborate with other schools?
- How does the GB evaluate the impact of these partnerships?

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> ▪ Governors to evaluate results of regular parent and pupil surveys and comments given ▪ Ensure that stakeholders are regularly consulted about their views of the governing body and how effectively it fulfils its role ▪ To ensure these are communicated with parents via the newsletters and website. Evaluation of surveys to inform action planning and next steps. ▪ Nominated governor to join some School Council meetings and meet with subject leader to evaluate impact of the School Council. ▪ Governors to take opportunities to evaluate views of pupils when visiting lessons. ▪ Develop information about work of the governors on the school website. Share via the Governor website page the Governor Action Plan; information about governor roles; governor policies; overview of the monitoring work of governors e.g. termly inclusion in newsletter, sample monitoring visit form on the governor website form, etc. ▪ Regular updates to SIC and FGB on collaborative work with other schools – Review effectiveness of different collaborative networks 	<p>All</p> <p>C / VC</p> <p>VC</p> <p>C</p> <p>All CP</p> <p>PM</p>	<p>Autumn – annually</p> <p>Spring – annually</p> <p>Autumn – annually</p> <p>Annually</p> <p>Ongoing Ongoing</p> <p>Termly</p>	<ul style="list-style-type: none"> ▪ Parental surveys used to inform school’s action planning and next steps. ▪ Parents feel valued and listened to. ▪ Pupil survey, formulated by the School Council, used to inform school’s action planning and next steps. ▪ School and Eco Council actively involved in leading school development. ▪ Sports Council actively involved in developing P.E. and games in school. ▪ Children feel valued and listened to. ▪ School website shares information about the work of the governors e.g. governor action plan, visits to school. ▪ School proactively involved in the local community and informed by best practice locally, regionally and nationally. ▪ Reports from SIC enable the FGB to evaluate outcomes from partnerships with other schools and the impact on school improvement. ▪ School complies with statutory policies. This is shared with parents via the website.

Theme 7: MATCHING RESOURCES TO VISION AND PRIORITIES

Evaluative Questions:

- How does the GB ensure that the pattern of the school's spending is consistent with school improvement priorities and projected income?
- Does the GB have a strategy for investing in the fabric, facilities and equipment of the school?
- What is the outcome of the most recent SFVS review?
- How does the GB monitor the spending and impact of pupil premium resources?
- How does the GB monitor the value for money of its spending?
- How does the GB ensure that pay awards to teachers reflect the quality of their teaching?

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> ▪ The Resources sub-committee (RC) to meet regularly round the financial cycle to review and monitor the school budget and ensure that the school stays within its annual budget plan. The RC to report back to the FGB. 	RC	Termly	<ul style="list-style-type: none"> ▪ The school budget is balanced and prioritises spending on the priorities outlined in the School Improvement Plan.
<ul style="list-style-type: none"> ▪ Cost considerations from the Pay committees to be presented to the RC for review and approval. RC to evaluate if proposed spending is consistent with school improvement priorities and projected income before approval given. 	RC	Spring/Summer – annually	<ul style="list-style-type: none"> ▪ Governors ensure best value so that the school makes best use of its financial resources.
<ul style="list-style-type: none"> ▪ RC to formulate the proposed budget plan for 2018-2019, and that proposed spending is in line with school improvement priorities. To submit budget plan to the full Governing Body. 	RC	Spring – annually	<ul style="list-style-type: none"> ▪ Governors ensure that funding for Pupil Premium and Sports Premium has maximum impact on improved outcomes.
<ul style="list-style-type: none"> ▪ Full Governing Body to evaluate the spending and impact of Pupil Premium and Sports Premium resources through review of reports and data. To ensure information is available on the website. 	All	Autumn – annually	<ul style="list-style-type: none"> ▪ Governors ensure that Performance Management procedures are robust. Pay reviews are dependent upon the quality of teaching and leadership.
<ul style="list-style-type: none"> ▪ Pay committee to review anonymised Performance Management records and ensure pay awards reflect the quality of teaching and leadership. 	RC	Autumn – annually	<ul style="list-style-type: none"> ▪ All financial policies and procedures are in place and comply with statutory legislation.
<ul style="list-style-type: none"> ▪ RC to ensure budget is allocated to the priorities identified for the fabric, facilities and equipment of the school. 	RC	Spring – annually	<ul style="list-style-type: none"> ▪ Financial procedures are robust and reflect best practice. Any identified improvements are identified in the SFVS Action Plan.
<ul style="list-style-type: none"> ▪ RC to consider LA benchmarking data annually, to review levels of expenditure in similar schools as a driver for evaluation of how school resources are spent to ensure best value. 	RC	Autumn – annually	<ul style="list-style-type: none"> ▪ The external audit of School Fund evidences accurate accounting and robust procedures. Any recommendations are acted upon in a timely manner.
<ul style="list-style-type: none"> ▪ RC to ensure best value procedures are adhered to. 	RC	Autumn – annually	
<ul style="list-style-type: none"> ▪ RC to ensure statutory financial policies and procedures are reviewed and approved annually. 	RC	Spring – annually	
<ul style="list-style-type: none"> ▪ RC to evaluate annually the financial procedures linked to the School Financial Value Standards (SFVS) and then produce an action plan to improve systems further. 	RC	Spring – annually	
<ul style="list-style-type: none"> ▪ RC to ensure that the School Fund is externally audited on an annual basis and recommendations acted upon. 	RC	Autumn - annually	