

Autumn term 18/19



**“Nothing is so fatal to the well being of our children as remaining indifferent to the education we provide for them.”
Robert John Meehan**



**Make it matter!
Using research based evidence to create a knowledge rich curriculum, thus knowledgeable learners.**



National Support School
designated by



National College for
Teaching & Leadership

Governors Work in School 18/19 – Autumn term

This action plan addresses the following areas that Ofsted will evaluate.

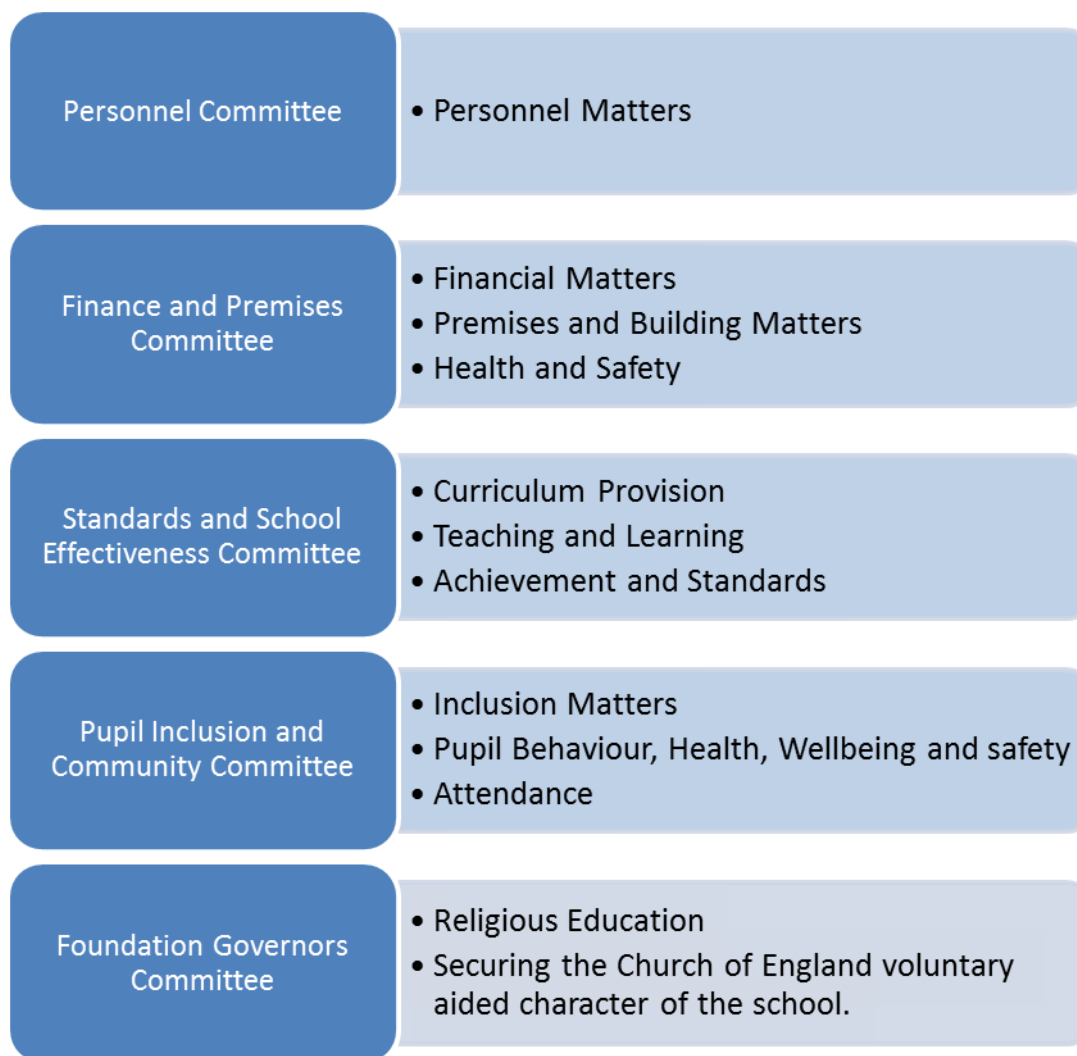
In following this action plan Governors will acquire information with respect to these points.

Inspectors will consider the extent to which leaders and managers:

- demonstrate an ambitious vision for the school and high expectations of all pupils and teachers
- improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff
- ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed
- accurately evaluate the school's strengths and weaknesses and use their findings to promote improvement
- provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development
- promote pupils' learning and progress in literacy
- engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development
- take steps to promote the safety of all pupils and ensure that they are safe in school.

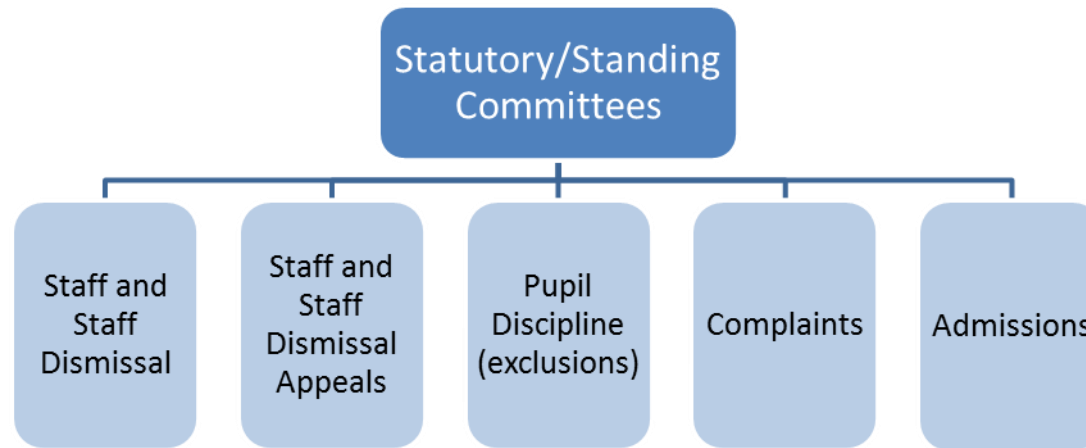
Working Committees and Key Areas of Responsibility

Working Committees manage the regular workload of the Governing Board and are recommended to meet at least once per term. Specific matters and school policies may be delegated to these committees in order for a smaller group of governors to consider and where appropriate agree matters on behalf of the Governing Board.



Statutory Committees

Statutory committees only meet when required relating to matters such as staff dismissal and appeals, pupil discipline, complaints and admissions.



Role of the Governing Board

Ensuring clarity of vision, ethos and strategic direction

- clarity of vision and ethos
- engaging stakeholders
- meeting statutory duties

Holding the Head Teacher to account for the educational performance of the school and its pupils and the performance management of staff

- accountability for teaching, achievement, behaviour and safety
- strengthening school leadership
- performance managing the Head Teacher
- contributing to school self-evaluation

Overseeing the financial performance of the school and ensuring money is well spent

- solvency and effective financial management
- use of Pupil Premium and other resources to overcome barriers to learning

Governing Board role in the Effectiveness of Leadership and Management

The inspection of a school provides an independent external evaluation of its effectiveness and a diagnosis of what the school should do to improve. It is based on a range of evidence available to inspectors that is evaluated against a national framework. When conducting an inspection, Ofsted will report on the quality of education provided in the school and must in particular cover:

- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for children and learners.

The Governing Board is inspected as part of the effectiveness of leadership and management of the school and therefore will be judged under this heading. The Common Inspection Framework: *education, skills and early year* (August 2015) states that Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which leaders, managers and governors:

1. Demonstrate an ambitious vision, have high expectations for what all children and learners can achieve and ensure high standards of provision and care for children and learners.
2. Improve staff practice and teaching, learning and assessment through rigorous performance management and appropriate professional development.
3. Evaluate the quality of the provision and outcomes through robust self-assessment, taking account of users' views, and use the findings to develop capacity for sustainable improvement.
4. Provide learning programmes or a curriculum that have suitable breadth, depth and relevance so that they meet any relevant statutory requirements, as well as the needs and interests of children, learners and employers, nationally and in the local community.
5. Successfully plan and manage learning programmes, the curriculum and careers advice so that all children and learners get a good start and are well prepared for the next stage in their education, training or employment.
6. Actively promote equality and diversity, tackle bullying and discrimination and narrow any gaps in achievement between different groups of children and learners.
7. Actively promote British values (for a definition of these values, see the Prevent Strategy)
8. Make sure that safeguarding arrangements to protect children, young people and learners meet all statutory and other government requirements, promote their welfare and prevent radicalisation and extremism.

Governance

Inspectors will seek evidence of the impact of those specifically responsible for governance. This includes maintained school governors, proprietors, academy trustees or members of the school's local board.

Inspectors will consider whether governors:

1. Work effectively with leaders to communicate the vision, ethos and strategic direction of the school and develop a culture of ambition.
2. Provide a balance of challenge and support to leaders, understanding the strengths and areas needing improvement at the school.

3. Provide support for an effective head teacher or are hindering school improvement because of a lack of understanding of the issues facing the school.
4. Understand how the school makes decisions about teachers' salary progression and performance.
5. Performance manage the head teacher rigorously.
6. Understand the impact of teaching, learning and assessment on the progress of pupils currently in the school.
7. Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about outcomes for pupils.
8. Ensure that the school's finances are properly managed and can evaluate how the school is using the pupil premium and the primary PE and sport premium.
9. Are transparent and accountable, including in recruitment of staff, governance structures, attendance at meetings and contact with parent.

OFSTED framework links

PERSONNEL

Ofsted Framework Links
<p>Quality of Leadership in, and Management of, the School: Inspectors will consider the extent to which leaders and managers:</p> <ul style="list-style-type: none">■ improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff■ ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed

Ofsted Framework Links

Quality of Leadership in, and Management of, the School:

Inspectors will consider the extent to which leaders and managers:

- demonstrate an ambitious vision for the school and high expectations of all pupils and teachers
- take steps to promote the safety of all pupils and ensure that they are safe in school.

STANDARDS AND EFFECTIVENESS

Ofsted Framework Links

Achievement of Pupils at the School:

When evaluating the achievement of pupils, inspectors consider how well:

- pupils make progress relative to their starting points
- pupils learn, the quality of their work in a range of subjects and the progress they have made since joining the school
- pupils develop a range of skills, including reading, writing, communication and mathematical skills, and how well they apply these across the curriculum
- pupils are prepared for the next stage of their education, training and / or employment
- disabled pupils and those who have special educational needs have achieved since joining the school
- gaps are narrowing between the performance of different groups of pupils, both in the school and in comparison to those of all pupils nationally
- pupils attainment, taking into account:
 - the standards they attain by the time they leave the school, including their standards in reading, writing and mathematics and,
 - in primary schools, their attainment in reading by the end of Key Stage 1

- pupils who are eligible for the pupil premium have achieved since joining the school.

Quality of Teaching in the School:

When evaluating the quality of teaching in the school, inspectors consider the extent to which:

- the teaching in all key stages and subjects promotes pupils' learning and progress across the curriculum
- teachers have consistently high expectations of pupils
- teachers improve the quality of learning by systematically and effectively checking pupils' understanding in lessons, and making appropriate interventions
- reading, writing, communication and mathematics are well taught
- teachers and other adults create a positive climate for learning in which pupils are interested and engaged
- marking and constructive feedback from teachers contributes to pupils' learning
- teaching strategies, including setting appropriate homework, together with support and intervention, match individual needs.

Behaviour and Safety of Pupils at the School:

When evaluating the behaviour and safety of pupils at the school, inspectors will consider:

- pupils' attitudes to learning

Quality of Leadership in, and Management of, the School:

Inspectors will consider the extent to which leaders and managers:

- demonstrate an ambitious vision for the school and high expectations of all pupils and teachers
- improve the school and develop its capacity for sustained improvement by developing high quality teaching, leadership capacity and high professional standards among all staff
- ensure that all teaching staff benefit from appropriate professional development and that performance is rigorously managed
- accurately evaluate the school's strengths and weaknesses and use their findings to promote improvement
- provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development
- engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development

Ofsted Framework Links

Behaviour and Safety of Pupils at the School:

When evaluating the behaviour and safety of pupils at the school, inspectors will consider:

- pupils' attitudes to learning
- pupils' behaviour around the school and in lessons, including the extent of low-level disruption
- pupils' behaviour towards, and respect for, other young people and adults, and their freedom from bullying, harassment, and discrimination (*This may include cyber-bullying and prejudice-based bullying and language related to special educational needs, sexual orientation, sex, race, religion and belief, gender reassignment or disability as defined in the Equality Act 2010*)
- pupils' attendance and punctuality at school and in lessons
- how well teachers manage the behaviour and expectations of pupils to ensure that all pupils have an equal and fair chance to thrive and learn in an atmosphere of respect and dignity
- the extent to which the school ensures the systematic and consistent management of behaviour
- whether pupils feel safe and their ability to assess and manage risk appropriately and to keep themselves safe
- the extent to which leaders and managers have created a positive ethos in the school.

Quality of Leadership in, and Management of, the School:

Inspectors will consider the extent to which leaders and managers:

- provide a broad and balanced curriculum that meets the needs of all pupils, enables all pupils to achieve their full educational potential and make progress in their learning, and promotes their good behaviour and safety and their spiritual, moral, social and cultural development
- engage parents in supporting pupils' achievement, behaviour and safety and their spiritual, moral, social and cultural development
- take steps to promote the safety of all pupils and ensure that they are safe in school.

Role	Named person	Work involved	Usual timing	Date of meeting	Standard Draft Agenda Items
Class Governor	YR B & G Mrs J Hall Y1B&G Miss S Goodwin Y2G Mr J Aspinall Y2B Mrs S Buckley Y3G Ms N Currie Y3B Mr P Masters Y4G Vacancy Y4B Mr R Charleson Y5G Ms L Taylor Y5B Mrs K Royle Y6 Sr D Needham	Visit class Attend trips Share on line blog	At least once per half term	As required	School staff will arrange
Partnership	Mr R Charleson	Attend Partnership meeting Report at Govs Mtgs	Once in term		
SEN	Mr P Masters	Termly meetings with SENCo	Once in term	Liaise with Senco (Mrs Scott)	SEN provision, statemented pupils EBD
Looked after children	Mrs S Buckley	Termly meeting with LAC teacher	Once in term	Liaise with LAC teacher (Miss Bailey)	Register of children Provision for LAC PEP's
Literacy	Mrs J Hall	Termly mtgs with subject leader	Once in term	Liaise with Literacy co-ordinator (Mrs Buckley)	SIP/curr imp plan Teaching & learning standards
Numeracy	Sr D Needham	Termly mtgs with subject leader	Once in term	Liaise with numeracy co-ordinator (Mrs E Williams)	SIP/curr imp plan Teaching & learning standards
RE/worship Governor	Sr D Needham	Termly mtgs with subject leader	Once in term	Liaise with RE co-ordinator (Mrs Cox)	SIP/curr imp plan Teaching & learning SIAS Shine team
Equal Opportunities/ Race Equality Community Cohesion	Mr R Charleson	2 mtgs per year with the head teacher		Liaise with Head teacher	School policy General issues arising
Link Governor	Mrs B Bale	Termly business	As needed.		Attendance at training

Role	Named person	Work involved	Usual timing	Date of meeting	Standard Draft Agenda Items
(Training):		meeting			Induction of new Governors
Child Protection/ safeguarding	Mrs S Buckley	Termly meeting with designated teacher for child protection	Once in term and as required for incidents	Liaise with Head teacher	Discussion of all safeguarding policies – any in need of updating Compliance checklist to go through Training matrix Monitor aspects of security Educational visits risk assessments Other risk assessments Review medical conditions Single central record Safeguarding audit
Eco Governor	Mr J Aspinall	Meeting with Eco coordinator and eco team	Once in term	Liaise with eco committee and Miss Bailey – eco leader	Meeting with pupils on eco committee Maintenance of green flag standards
Health & Safety	To be appointed	Annual inspection of the building Report to termly Govs mtgs	Annually	Please arrange with school.	School policy Audit of the building Risk assessments Client officers report Matters arising
Safer recruitment	Mrs S Buckley Mrs B Bale	Undertake safer recruitment training	As needed for recruitment.		
HT performance management	Mr R Charleson Mrs J Hall Mr P Masters			Thursday 8th November 2018 2pm	
Personnel	Mr Charleson Mr Aspinall Mrs Hall (chair) Mrs Bale Mr Masters Mrs Buckley	Termly meetings	Once per term	Tuesday 30th October 2018 4pm	Staffing structure and appointments New staffing structure and revised pay policy for academic 18/19 Pay committee – agree pay of staff Single Central record Safeguarding, disclosure and barring Training needs of Governors and update on courses attended. AOB

Role	Named person	Work involved	Usual timing	Date of meeting	Standard Draft Agenda Items
Finance, premises, H&S	Mr Charleson Mrs Hall Mrs Bale Mr Masters Mrs Taylor - chair	Termly meetings	Once per term	Tuesday 30th October 2018 3pm	18/19 revised spending plan Agree individual items of spend in accordance with terms of reference Monitor compliance with health and safety regulations School fund Governors fund Report on building structure - hall report Training needs of Governors and update on courses attended. AOB
Standards And effectiveness	Mr Charleson Mr Aspinall Mrs Hall Mrs Cox (chair) Mrs Royle Mrs Taylor	Termly meetings	Once per term	Thursday 1st November 2018 at 2pm	Data updates Update on SIP/curr imp plan – curriculum developments Self evaluation work; securing judgements planner Training needs of Governors and update on courses attended. AOB
Pupil inclusion & community (LAC)	Mr Charleson (chair) Mr Aspinall Sr D Needham Mrs Bale Mrs Royle Mrs Buckley	Termly meetings	Once per term	Thursday 1st November 2018 at 3pm	Walking bus/breakfast club SENCo report to Govs Provision for SEN pupils Monitor pupil attendance data LAC report Exclusion information Children missing education report Pupil premium strategy statement Training needs of Governors and update on courses attended. AOB
Foundation	Mr J Aspinall Mrs J Hall Sr D Needham (chair) Ms N Currie Mr P Masters Mrs S Buckley Miss S Goodwin	Termly meetings	Once per term	Thursday 18th October 2018 at 11am Harvest assemblies will be held prior to the meeting.	Distinctive Christian nature of the school Parish links Training needs of Governors and update on courses attended. Foundation vacancy AOB
Admissions	Mrs Bale (observer) Mr Charleson Mrs Royle Mrs Buckley Mrs Taylor		As required	None scheduled unless an issue arises.	As required

Role	Named person	Work involved	Usual timing	Date of meeting	Standard Draft Agenda Items
Full Gov board	All Governors	Termly meeting	Once per term	Monday 26th November 6pm	