



All Saints C of E Primary School . Governor Review Action Plan June 2015

Priority 1: To sustain membership of a skilled Full Governing Body

	Actions	By Whom	By When	Success Criteria	Evidence
1.1	<p>To ensure all governors continue to understand their roles and responsibilities within the GB structure.</p> <ul style="list-style-type: none"> i. Refresh and understand statutory responsibilities. ii. Establish a robust process of induction for new Governors ii. Review Governors' handbook. iv. Establish School emails for Governors who require them. 	<p>JLM/JC/FGB</p> <p>JLM/JC</p> <p>JLM/JC</p> <p>JLM/JC</p> <p>JC/MD</p> <p>SBM</p>	<p>Sept 2014</p> <p>Sign off by Dec/15</p> <p>Nov 2015</p> <p>Oct 2015</p>	<p>All Governors play an active role in school improvement. The role and actions of Governors and committees demonstrably</p> <p>Contributes to school improvement.</p>	<p>Mutual Meetings</p> <p>Continuing Skills audit</p> <p>Induction programme. Handbook.</p> <p>Email communication for all</p>
1.2	<p>To revisit skills audit & establish training plan relevant to needs of Governing body and action plan.</p> <ul style="list-style-type: none"> i. Train locally when possible. 	JC/JLM/GJ	29/9	<p>Effective training plan is drawn up in order to show Strengths/weaknesses and gaps in Governors' skills. These are identified to focus on future planning needs and recruitment of Governing Body in order that Governors can effectively carry out their role.</p>	<p>More effective Governing body. Completed skills audit, analysis and planned training. Evidence of training.</p> <p>Impact of new learning in reports, minutes etc.</p>
1.3	<p>Start succession planning for Chairs of sub-committees and chair of FGB</p> <ul style="list-style-type: none"> ii. Establish Chair training iii. Develop 'buddying/shadowing' roles for chair and vice chair. 	JC/GJ	Feb 2015	<p>There is a clear progression for the leadership roles within the governing body, and so essential skills and knowledge are lost through mobility which safeguards continuity for the school and therefore impact on pupil outcomes</p>	<p>Attendance at training</p> <p>Governors' mins where shadows/buddies have worked together</p>
1.4	<p>Improve work flow and management of GB business</p> <ul style="list-style-type: none"> i. Performance manage clerk to the Governors, to fit with school cycle and management structure, so that communication is streamlined and effective ii. Review Job description to ensure it is fit for purpose. iii. Track training and ensure that this is value for money and impacts on the quality of GB meetings iv. Build capacity within school office to support all governors' meetings v. Attending minute taking training vi. Ensure governors' website facility is effectively maintained through school office support. 	<p>DJ</p> <p>JC/JLM/DJ</p> <p>JC/JLM</p> <p>JC/JLM</p> <p>DJ</p> <p>All office staff</p> <p>DJ</p>	<p>PMR Cycle: Oct</p> <p>PMR Cycle: Oct</p> <p>PMR Cycle: Oct</p> <p>Oct 2015</p> <p>Nov 2015</p> <p>Oct 2015 onwards</p>	<p>Effective job description for clerk in place. Clerk contributes to the effective minuting and co-ordination of the Governor. Body in order to carry out its statutory requirements.</p> <p>Governor business systematically streamlined within work flow of the office</p> <p>Minutes are effectively written.</p>	<p>Job description PMR documentation.</p> <p>FGB minutes.</p> <p>Minutes of all meetings</p> <p>Systematic archiving of Governor business</p> <p>Governors' website page</p>



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Priority 2: To ensure accountability of the school including the scrutiny of data (*quantitative & qualitative), to secure impact on pupil outcomes.

	Action	By whom	By When	Success criteria	Evidence
2.1	To ensure Governors have awareness of all performance data sets that are held by the school and how each is used, both *quantitatively (numbers) and qualitatively (actual evidence of school work & discussions with pupils /interactions/systems in operation)	CoG and Vice	By mid June	CoG and vice to ensure that committees have access to appropriate data sets, and monitor the use of this data in order to hold school to account. Quantitative data is triangulated through actual impact on pupils	Committees report use of a range of data sets. Triangulation of data by CofG VC and HT Use of anonymised work samples at FGB
2.2	To ensure Governors can interpret and manage school performance data and use this to hold the school to account. i. Specific data training for each committee ii. Systematic use of qualitative scrutiny to match performance data, especially pupils' work to evidence progress. iii. Introduce Pre-school data into and position statement into Governor reporting.	Refresh data training for FGB and for specific training for each committee and sub committee	By Oct ½ term By Dec 2014	Governors have confidence to ask effective questions. Effective questions ensure that the school is held to account for improving outcomes for pupils. Quality of questioning improves over time as Governors become confident Understanding of data is linked to real impact on pupils' progress, evident in books and by interviews/talking to pupils. Pre-school manager reports to FGB	Minuted questions. Pre-school report
2.2	To know what data each committee utilises and how often this data should be reported. i. Using existing reporting systems, develop position statements for each committee to give a synopsis of performance data for FGB: Agreed in each committee and sub-committee	Chair of each committee	By 2 nd meeting Autumn term	Each committee uses and reviews appropriate data as required, this is minuted detailing how Governor challenge has impacted on improving pupils outcomes	Scrutiny of well constructed minutes that record use of a range of data to challenge SLT and HT in school.
2.4	To review SLT Reports to ensure structure and content support Governors focused requirements, and enables challenge that impacts on pupils	T&L committee & SLT	From 10/06	HT and SLT reports enables Governors to ask focused well timed questions that challenge impact.	HT reports Leaders Reports FGB Minutes Sub Committee Minutes.
2.5	Jargon Buster available on website and at each meeting. Includes appropriate as assessment changes with curriculum '14.	JLM	Nov 2015	Data discussions are accessible and support Governors in asking ask challenging questions that are timely and focused on school improvement.	Jargon Buster. Minuted questions.
2.6	To upgrade Governors' data on school website and include all appropriate Governor documentation for ease of reference.	SBM	23/9 onwards	Governors access data and information as required to facilitate Governors' knowledge to ask effective questions to hold school to account	Website, minutes use track visits Governor feed back



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Priority 3: To measure and assess impact in term of the Governing Body's contribution to school improvements.

	Action	By whom	By when	Success criteria	Evidence
3.1	Governors review existing involvement in school improvement	FGB (led by JLM)	24 /6	Governors are clear how they are involved in school improvements and how their involvement impacts on children's outcomes.	Minutes of meeting.
3.2	Governors understand SEF and strategic improvement plan <ul style="list-style-type: none"> ii. Governors' consistently develop the vision to enable All Saints to be the 'school of choice for Wigston Magna', and this is woven into decision making in all committees and FGB decisions. iii. Introduce position statements for each committee (see 2.2i) 	All led by JLM	23/9	All Governors understand strengths and weaknesses of school and function of SEF as a process and product to improve outcomes for pupils Governors contribute to SEF & SIP by asking questions and challenging SLT judgements	SEF SIP Minutes
3.3	Develop Governor questioning skills, so that questions are consistently <ul style="list-style-type: none"> • Timely • Focused on improvement priorities. • And require impact and evidence to support SLT response. These questions are to be systematically minuted at Governor meetings (see 1.4 iv & v)	FGB	End of Autumn term. (training session)	Governor's questions are effective in challenging school improvement.	Questions are minuted well. Questions are monitored for effectiveness (timely, focused and require impact to justify response)
3.4	Each committee updates their action plan to focus and develop Governor involvement in strategic school improvements.	Chairs of committees.	End of Autumn term (by 2 nd meeting)	Governors are actively involved and contribute to the process of school improvement. This in turn enables Governors to carry out full statutory responsibilities and hold school to account for pupil outcomes.	Sub committee Action Plans reports of impact to FGB.
3.5	To monitor committees are running effectively: <ul style="list-style-type: none"> • Terms of ref are focused • Meetings are well run timed efficiently • Run to effective agenda that focuses on school improvement. • Minutes are taken effectively and questions are recorded systematically • Committees all reflect the vision to make All Saints the school of 	Chairs of committees	Each meeting	Governors are actively involved and contributing to the process of school improvement. Each committee has an action plan that details how school is held to account (shows impact and accountability)	Range of documentation consistently details Governor challenge. This includes: <ul style="list-style-type: none"> • Sub Committee minutes and reports • Finance best value statements • Safeguarding report • Pupil premium grant reports. • Performance management of HT and review of performance management at



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choice for Wigston Magna.			staff level
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Priority 4: To develop contacts with other schools and sectors of the school community.

	Action	By whom	By When	Success criteria	Evidence
Church	<p>To work in collaboration with Church team to co-ordinate and support school services in church throughout the year.</p> <p>Utilise Diocesan training and support in preparation for SIAS (Ofsted section 48) Inspection for church schools.</p> <p>Embed church support in school through church unity Group.</p>	JLM and JC Rev.TThS	Strength activity Sept onwards	Incumbents' roles in school established and with children and families. Church actively supports school collective worship and teaching of RE and support school in carrying out responsibilities to Foundation Statement	Induction programme is annotated and contains plans for sustained development of relationship.
Parents	<p>To increase the engagement of the Governing Body with Parents.</p> <ol style="list-style-type: none"> i. Continue to survey parents 3 times a year. ii. Governor information on school website. iii. Attend school events. iv. Photos of Governors by entrance of school and on external noticeboards. v. Use noticeboards and local publications and information sources to inform stakeholders about governors' priorities. vi. An item in the newsletter after each Governor. Meeting. vii. Ensure Governor availability at Parent evenings. viii. Add school events to Governor meetings for attendance ix. Re-establish LPPA Governor to champion parents in full Governing body meetings. LPPA (Leading Parent Partnership Award) x. Re audit Governors using LPPA focus audit 	<p>All Governors</p> <p>LPPA Governor (see below) SBM</p> <p>FGB SBM</p> <p>Clerk/SBM</p> <p>JC/JLM</p> <p>FGB</p> <p>LPPA Governor</p> <p>LPPA Governor.</p> <p>LPPA Governor</p>	<p>Continued...</p> <p>July,Dec, March</p> <p>As events arise.</p> <p>Nov 2015</p> <p>By Dec 2014</p> <p>As meetings arise. Nov, Feb</p> <p>Each meeting</p> <p>Sept 2015</p> <p>October 2014</p>	<p>Governors have a visible relationship with parents.</p> <p>Parents are confident to share concerns with Governors. This supports parents' confidence in school which in turns improves pupil outcomes</p> <p>Parent Governor recruitment is effective as parents have greater awareness in role of Governing Body in improving outcomes for pupils</p> <p>Governor relationship with parents supports development of parental understanding of the work of the school.</p>	<p>Range of data minuted to show parent engagement.</p> <p>Information on website Governor minutes.</p> <p>Information displayed.</p> <p>Newsletters</p> <p>Attendance meeting</p> <p>Governor minutes</p> <p>Governor minutes.</p>



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Partner Schools	<p>Other schools and establishments continue to build collaboration with local schools, to support school effectiveness and secure/good or better Ofsted judgement.</p> <p>Governors share training opportunities, liaise with Governor colleagues and counterparts in other schools-especially NLE school share best practise of Governor operations.</p>	All Governors (JLM)	Strengthen acting sept onward.	<p>Governors collaborate with Governor colleagues across the locality to improve school effectiveness. This is done through shared training and formal and informal Governor to Governor support.</p> <p>Governors have a growing knowledge and experience of best practice which is utilised to challenge and support the school in improving outcomes for pupils</p>	<p>Visit reports school to school projects: pupil outcomes school action plan.</p> <p>QA identifies improvements in quality that become good/ better over time</p>
Wider Community	<p>Structure opportunities to increase existing involvement of school community.</p> <ul style="list-style-type: none"> Utilise LA initiative: 'Food for Life' To structure and enhance community engagement 	All Governors	ASAP	Governors can demonstrate a measurable increase in engagement of the wider community over a range of activities. Wider community engagement enriches school life and supports an increase in pupil outcomes.	School has a strong profile in the communication celebrates.

Abbreviations

JC Jo Collison (Chair of Governors)

JLM Jenny Marshall (Head teacher)

SEF Self Evaluation Framework

FGB Full Governing Body

NLE National Leader of Education

DS Drew Simpson (Deputy Head Teacher)

SBM School Business Manager (DJ)

LPPA Leading Parent Partnership Award

Rev TThS Reverend Trevor Thurston-Smith

CofG Chair of Governors

HT Head Teacher (JLM)

SIP School Improvement Plan

TOR Terms of Reference

NLG National Leader of Governance

DHT Deputy Head Teacher (DS)

SLT Senior Leadership Team (JLM/DS, Amy Vickerman, Kaila Handley, Kerrie White)

DFE Department for Education

VC Vice Chair