

Bretforton Village School

Governors Action Plan 2019-20

1. This plan is designed to work alongside the School Development Plan.
2. Governors will monitor and support the school priorities via three ‘lenses’. These are: a) **Pupils entitled to additional support**, ie: SEND/ Closing the Gap / Pupil Premium; b) **Curriculum and Teaching and Learning**, and c) **Personal; and Social Development** ie: PSHE / Moral and Cultural Education.
3. Governors will undertake these responsibilities as follows for 2019 / 20:
 - Area a) Mark Prince
 - Area b) Tony Mealings
 - Area c) Fiona Gibson
4. Monitoring and supporting will be by means of:
 - Visits to assemblies, celebrations and events
 - Learning walks with staff
 - Visits to classrooms and work sampling
 - Reports for the Head of School
5. Following any visits, Governors will complete an agreed visit report form which will be signed both by the Governor and member of staff concerned; these forms will be copied in electronic form to the Clerk to the Governors and the Chair.
6. Governors have a responsibility to ensure that they give some attention to their own training needs. The Governing Body will receive presentations and training sessions during the year from staff with the school and the wider MAT who have specific responsibility. They may also attend conferences, exhibitions and specific training sessions (including on-line training) as appropriate and available.

Strategies

Strategy	SDP ref.	Governor focus	Actions
<u>Leadership and Management</u>	1.1	Curriculum development HoS to advise TM who will visit to monitor actions and outcomes within classroom practice MP will monitor impact on area 2 pupils. Implementation of new curriculum in area 3: FG Marking and feedback	Classroom visits to view new curriculum in action and to view outcomes of children’s work and progress. Conversations with staff re the issues around implementation and pupil impact. Report of impact and emerging outcomes to PiC. Presentation to Governors by HoS re new M&F policy Govs will view pupils’ work TM will undertake Learning walk with HoS to monitor consistency

			Govs will receive impact report from HoS at PiC.
	1.2	Governors will monitor the programme of staff development and training via reports from HoS and, on occasion, attendance at training sessions where appropriate.	Govs will receive reports from the HoS on the scope and impact of training programmes. T.M. will undertake Learning Walks with the HoS focussing on consistency of teaching; celebrating and recording good practice and areas which could improve still further. TM will monitor availability of resources in conjunction with the MAT Board.
	1.3	Curriculum review	T.M. will work with HoS to understand the aspects of development and monitor implementation in the classroom. PiC will receive documentation and reports of new curriculum development from HoS.
	1.4	Impact Ed introduction and implementation	MP will monitor staff use and pupil outcome-impact, reporting to PiC

<u>Quality of Education</u>	SDP ref.	Governor focus	Actions
	2.1/2.2	Evidence of planning for different groups; effective questioning and deeper learning	Each of the three 'monitoring governors' will, through their 'lense' view pupil's work, receive reports from the HoS regarding implementation and progress; undertake learning walks and visits to view good practice. The PiC will receive reports from the HoS, including areas which can be improved still further, and by what means.
	2.3	Marking and feedback policy	The PiC will receive reports from the HoS regarding the effective implementation of the policy. Govs will discuss the impact and effectiveness with staff on their visits and view evidence of implementation in pupils' work
	2.4	Wider Curriculum	This will impact all groups of pupils and implementation and development will thus be a focus for all visiting governors. It be <u>included in all visit reports.</u>
	2.5	Maths	TM and MP to monitor developments through their respective visit 'lenses'.
	2.6/7	SEND progress and 'closing the GAP	This is the core focus of MP's visits. MP will liaise with SENCO, school staff and HoS to be kept informed, and view evidence of progress and achievements.

			The PiC will receive reports from MP and the HoS in this key area.
<u>Personal Development</u>	SDP ref.	Governor focus	Actions
	3.1	Curriculum opportunities to challenge extreme views, promote civil duty and citizenship.	FG to monitor via good practice classroom visits, visits to assemblies and events. FG to report back to PiC.
	3.2	Pupil Leadership	FG will monitor and report upon specific examples and good and emerging practice. Al visiting gov. Will note and report upon good practice. Reporting to PiC.
	3.3	PSHE	F.G. to liaise with HoS and other appropriate staff to understand and report to PiC on the development of the new PSHE policy, also to be familiar with any documentation and ensure that the schools' website is compliant in this respect.

<u>Behaviour and Attitudes</u>	SDP ref.	Governor focus	Actions
	4.1	Good behaviour	All gov. to note how staff use opportunities to highlight pupils' good behaviour and how this has positively impacted on others. This will be achieved through visits to classrooms (as part of regular visits) and examples at assemblies, celebrations, performances etc. These to be noted at FGB meetings and recorded in minutes. FG to develop overview of staff strategies and report on any examples of good and outstanding practice.
	4.2	Pupil Leadership opportunities in the curriculum	HoS will report to FGB on examples of pupil leadership. Govs will note examples of pupils' leadership within the curriculum as part of their 'lensed' visits.

The following areas will be monitored by all visiting governors, via their specific lenses, in order to support and monitor the developments and understand their impact for particular groups of learners in the school.

1.1 New Curriculum Policies	Governors will receive reports of strategic developments and actions and monitor their effectiveness and impact on the particular groups of pupils and areas for which they have responsibility.
1.2 Consistency of teaching	On visits, governors will note evidence of the effectiveness and implementation of the new marking and feedback policy and ask to see any available examples of emerging mastery and higher level reasoning in children's work
1.3 Curriculum Review	The PiP will focus on the specific areas of development and agreed KPIs and 'milestones'. Governors will regularly scrutinise the MET, SDP and SEF. The Chair of Gobs will have particular responsibility to meet annually with the HoS to consider and review the SEF. The work with Challenge Partners will be taken into consideration when reviewing the SEF
1.4 Impact Ed	The effectiveness will be monitored by MP and reported upon to the PiC

Impact of developments on Teaching, Learning and Standards

(Area 2 in SDP)

Visiting Governors will be guided by the SDP in looking for evidence of progress in the areas for which they have responsibility. The following areas of development may inform a sequence of visits not all the following will be relevant to each individual governor, but the system of 'lenses' will ensure that the Governing Body receives a full overall view:

- 1) Use of new marking and feedback policy; evidence of children attempting mastery; evidence of children gaining confidence in evaluating their work.
- 2) Planning for, and evidence of, specific provision in lessons for pupils with SEND and PP pupils.
- 3) Evidence of children responding to the marking policy and taking some responsibility for moving on and extending their own learning.
- 4) Evidence of effective implementation of new curriculum
- 5) Implementation of Maths policy, and evidence of progress. (This will also be evidenced via HoS reports to the PiC.

6/7) Narrowing of gap between SEN and non SEN pupils will be largely via HoS reports. MP will be aware of the types of interventions used and obtain some ongoing evidence of effectiveness for the PiC.

Personal Social and Cultural Development

3.1 Developing opportunities to challenge extreme views and promote citizenship	FG will monitor and report upon developments in the PSHE curriculum; also monitor that the new curriculum meets statutory requirements. Reporting to the PiC
3.2 Pupil Leadership	Reports on the operation of the Pupil Parliament will form part of the HoS reports to Governors. Governors (FG) may visit the Pupil Parliament in action as part of planned visits.
3.3 Framework to assess and progress RHE/RSE/SMSC/LOT	Audit documentation will be seen by Governors; extra-curricular programme will be supported by Governor visits and attendances; FG to be aware of developments of 'mentally healthy school' status and new related areas of curriculum. HoS to report progress to PiC and FGB as appropriate.

Subject Leadership (SDP area 4)

- 1) All visiting governors to note examples of good practice in pupils' behaviour which has a positive impact on others.
- 2) Impact of the behaviour policy on positive learning outcomes will form part of HoS reports to PiC
- 3) Governors will note impact of 'pupil voice' in school developments (as reported by the HoS).
- 4) Governors will note active leadership roles undertaken by children whilst at school.