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| **Kirk Smeaton C of E Primary School Governor Action Plan** |  | Sept 2018 – July 2019 |  |
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|  | Key Priorities: Support and monitor the stated key priorities for the academic year:* Scrutiny & Assessment: Governors will undertake assessment of procedures and results to support development of teaching and learning.
* Governance & Leadership: Governors will actively support development and leadership of the school through continued monitoring and appropriate challenge.
* Curriculum: Governors will monitor overall achievement in all areas.
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|  | ***We will:*** | ***Our action:*** | ***Our progress:*** |
| **Undertake appropriate scrutiny of available data / information across all areas of school to ensure understanding of the current position and direction of Kirk Smeaton School.**  | All governors to spend time with relevant subject leaders (twice per year), discuss subject specific data and provide short summary report back to all governors, this will support development of the governing body and their understanding of schools progression. By July 2019 | At FGB in September, Governors to decide who will lead in relation to which subject areas. Areas: Maths, Literacy, PE, RE, Science, CurriculumAt FGB in September: Governors to decide who will lead in relation to which of the following areas: MAT, Assessment, Finance, Vulnerability, SEN, Safeguarding, EYFS and Nursery, H&S |
| All new governors to have a one-off meeting with the Head Teacher on key data analysis from the Head Teacher (as per new governor induction process) within first school term of their term as governor. |  |
| All governors to scrutinize relevant data for their subject area. (e.g. Governor lead for literacy to analyse information and relevant data to enable them to lead questioning / challenge during the governor curriculum meeting) by July 2018 |  |
| Governing body to ensure relevant staff are given the opportunity to present their subject area report to a curriculum meeting or group of governors. Once per academic year. |  |
| All governors to access RAISE on line / data dashboard and review appropriate data for their subject area and compare with data available about similar schools. This will be undertaken every term prior to the curriculum meeting.  |  |
| **Seek appropriate training on data interpretation to ensure a greater level of independent challenge to the head teacher.** | All governors will undertake appropriate training (either initial skills acquisition or refresher training) to support understanding of presented data for independent challenge.  |  |
|  | **Visit school during the working day in order to gather relevant information in support of our roles as governors and to support the staff in the delivery of school objectives.**  | Governors to undertake the following visits to support understanding (preferably termly but at least twice per academic year):* Visit with your subject leader
* Visit with your nominated class teacher
* Visit with SLT member for designated responsibility (e.g. H&S / SEN etc.)

 By July 2019 | Note: These 3 things can be done in one visit to school |
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|  | Vision for the future |  |
|  | ***We will:*** | ***Our action:*** | ***Our progress:*** |
| **Actively promote development of our school in line with the School Development Plan (SDP)** | Scrutinize the content of the head teachers report prior to meetings and prepare relevant questions to support appropriate challenge and understanding during the meetings. We will ensure we are all familiar with the current SDP and monitor progress against the plan through school visits and meetings. By July 2019 |  |
| Identify appropriate objectives for future SDP through consultation with the HT and agree the scope and timeline for implementation of development priorities (in first FGB of academic year). |  |
| **Identify, support and monitor substantial new initiatives that will improve or support progress, achievement and sustainability of the school.** | Monitor the development and achievement of the school nursery provision |  |
| Monitor the development and achievement of the after school club provision |  |
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| Undertake a comprehensive overview of the required structural improvements / developments for school and produce a development plan with both achievable and aspirational objectives for implementation over the next 5 years. By July 2019 | Governors to agree a small committee in September 2018 to look at requirements and come up with a draft plan |
| **Continue to monitor the risks and benefits of academisation to ensure governors remain fully informed regarding any potential changes.** | We will follow political developments in relation to academisation in the news and undertake appropriate research to allow us to better understand academisation as required. |  |
| We will discuss this topic at FGB meetings and any agreed action points will be captured on our action log. |  |
|  | Health, Safety & Wellbeing |  |
|  | ***We will:*** | ***Our action:*** | ***Our progress:*** |
| **Actively promote and support the health, safety and well-being of all children, staff & school stakeholders** | We will consider and monitor the health and safety (including children, staff and visitors’ safety and children and staff wellbeing) at all FGB meetings. |  |
| The governor with lead responsibility for Health and Safety will review the accident and near miss books each term and report back to governors. We will read/listen to this report and ask questions/agree appropriate action. |  |
| Governors will ensure that Health & Safety will be a consideration when approving any capital expenditure for the school and will be assessed within the relevant business case.  |  |
| **Undertake appropriate training and development to maintain a safe, skilled and flexible workforce and governing body.** | Governors will undertake appropriate training for H&S including Safeguarding, refresher training and continual professional development as required to ensure understanding and support challenge. |  |
| **Encourage and support an environment that enables our children, staff and governors to develop and embrace educational and cultural change** | We will ensure that we are familiar with the Local Authority Equality Framework, as it applies within our school directly and/or by virtue of our own school policies and with British Values and monitor implementation/following of these through our school visits and by asking questions of the Head Teacher in governor meetings.  | LA Equality Framework to be circulated with September FGB papers for governors to refresh themselves on it. |
| Support, communicate and raise awareness of the national PREVENT agenda to assist in effectively safeguarding our children and staff whilst meeting the needs of our diverse community. | British Values too? |
|  | Other governor matters |  |
|  | ***We will:*** | ***Our action:*** | ***Our progress:*** |
| **Further develop and support the delivery of bespoke communications with relevant school stakeholders.**  | Governors will continue to produce termly/biannual newsletter to support communications with staff, parents, children and the community.  |  |
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| We will develop an annual communications plan in order to better inform required communications with parents and other stakeholders (schedule of items to go into newsletter) |  |
|  | **Actively pursue succession planning to ensure that governors are constantly developed to fill each needed role.** | Each of the Chair, Vice-Chair, SEN Governor, Safeguarding Governor and Lead Governors for Finance, Personnel, Curriculum and Health & Safety will give the Chair (or in the case of the Chair, the rest of the Governing Body), as much notice as possible of their intention to either step down from or not seek re-election to such role. Following such notice, Governors will agree and work to a specific timed plan of action to enable smooth handover. |  |
| The handover process will include shadowing of the relevant role with a minimum one meet with governor in-role. |  |
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Add something about the new governor induction process to ensure we keep doing that.