

Governors Strategic Plan for Broadwindsor School Year Sept 2020-2021

Review of Governors action plan 2019-2020

Key Focus: SDP link to Priority 1 –Improve leadership and management

1.1 Strengthen Governors' roles in school monitoring and evaluation to enable them to challenge and support leaders effectively

Evidence of the development of Governors' roles in monitoring and evaluation processes are documented in FGB meeting minutes across the school year 2019-20 including during the COVID situation through Teams meetings online; learning walk records; SDP objective milestone achievements; School self-evaluation overview; SEP reviews; Governors Action Plan; Training plan with reviews presented at FGB meetings; HT Appraisal system involvement and review. Governors knowledge of the strengths and weaknesses of the school has developed enabling for rigorous challenge and support to be given as appropriate and documented in SSE overview Jan 2020. Links with parents have developed with Governor contributions to termly newsletter. Governors are more confident with their roles and responsibilities. SDP and SEP priorities. Governor meeting minutes demonstrate provision of clear support and challenge to the school effectiveness cycle.

Ongoing action for 2020-21 will be to further develop and strengthen monitoring roles in any new areas of responsibility and in the light of the current COVID crisis for existing Governors and any newly recruited Governors.

1.2 Improve on knowledge and understanding of assessment data and it's application to school effectiveness

Assessment data understanding has been demonstrated through questions at FGB meetings when data has been presented; a good understanding of pupil progress has taken place however there are continuing areas for Governor development as requested and documented at FGB meetings.

This will be an On-going action for 2020-21

By the end of the academic year 2020-2021 Broadwindsor Governors intend to:

- Develop and implement a strategic action plan in order that Governor roles and responsibilities in supporting school improvement priorities are clear and focused **SIP AREA 4**
- Continue to improve the effectiveness of the Governing Body to ensure that they are secure in their roles and equipped to hold leaders to account **SIP AREA 4**
- Support curriculum development and pupil achievement including online learning and pupil safety, behavior, well-being and resilience following pupil transition back to school after Covid situation and home learning, developing pupil understanding of diversity and preparations for modern life. **SIP AREAS 1, 2, 3**

- Monitor how the school's vision and values underpin behaviour, enable resilience and drive school improvement **SIP AREAS 2, 3**
- Through rigorous financial management ensure the best possible outcomes are secured for pupils in the most efficient and effective ways at a reasonable cost to ensure the school achieves value for money with the funds it has delegated to manage.
- **SIP AREA 4**

How will we know that we have been successful?

- Governors will have confidently carried out their roles and responsibilities for the strategic direction of the school
- SDP, SIP and SEP priorities both newly identified 2020-21 and carried over 2019-2020 will have been achieved, evidence will demonstrate that Governors have held leaders to account
- Governor meeting minutes together with any advisory service provider reports will demonstrate the provision of clear support and challenge to the school effectiveness cycle
- Governors will have evidenced the well-being of the whole school community is good, that children and staff have positive mental health strategies and the vision and values continue to be relevant and effective in driving school improvement.
- There will be continuous improvement in the school's achievements and services linked to sound leadership and management systems and practices.

Objective (what)	Actions to be undertaken(how)	Personnel(who)	Timescale(when)	Links	Success Criteria	Outcomes
Review action plan 2019-2020, with any carry over identified. Develop a new strategic action plan which is focussed on key school improvement priorities with clear Governor roles and responsibilities for 2020-2021	2020-21 Action plan will demonstrate how Governors intend to support the school in its strategic development. Specific roles and responsibilities for identified actions will be linked to School Improvement Priorities.	All Governors will input as required JM to put draft together in conjunction with SIP and HT by Half term Oct 23 rd 2020-10-13 Plan complete by end November 2020	Sept. Oct Nov and December mtgs. 2020 with on going updates at FGB meetings across the year	Roles and responsibilities Doc, SIP 2020-21 SSE 2020, 2021 Subject Leader Plans 2020 SEP 2019-2020 Parents newsletters and website	Governors will be clear about their specific roles and responsibilities, will do online training as needed and will provide support and challenge to all staff as necessary to support school improvement priorities.	Action plan in place, discussed and understood by FGB ; strategic direction clear; roles and responsibilities enabled; support and challenge provided; pupil progress documented.
To develop and strengthen the roles and responsibilities of the Governors	Governors and Clerk with new or impending changes to role to take training modules NGA and	Vice – chair and Clerk and any newly appointed	Ongoing	NGA Modules	New Governor/Clerk roles and responsibilities will be developed and understood. All	Governors/Clerk's will be able to carry out effectively their specific roles and

<p>across key areas</p> <p>SIP 4.3, 4.4</p>	<p>undertake agreed shadowing activities</p> <p>Governors will maintain good parental links through the termly newsletter and attendance at school activities as appropriate.</p>	<p>Governors. All Governors with area responsibility</p> <p>All Governors</p>	<p>Ongoing</p>		<p>Governors will be clear about their roles linked to SIP and training needs identified.</p> <p>Parents will be provided with updates on the role of Governors when appropriate and know who to approach if needed.</p>	<p>responsibilities to support school improvement priorities.</p> <p>Parents will have confidence in Governors and ability to approach when needed.</p>
<p>Continue to improve the effectiveness of the Governors to ensure their ability to hold leaders to account thus giving appropriate support for curriculum development and pupil progress through the school self-review cycle.</p> <p>SIP 4.1 4.2 4.3 4.4</p>	<p>Continue to provide challenge to leaders through support for SL's, questions at meetings; learning walks; HT Appraisal; monitoring and evaluation of plans and activities.</p> <p>Ensure issues raised and recorded at FGB's are picked up in subsequent FGB meetings through matters arising. Follow through on Key priorities and issues across meetings to check that actions have been completed and evidence demonstrates improved provision and standards.</p>	<p>Link Governors as required</p> <p>Chair to lead</p>	<p>Monthly/Termly</p> <p>Progress meeting in spring term with SL's SL's make final report to Gobs July on pupil/subject progress</p> <p>Monthly</p>	<p>SIP</p> <p>Meeting minutes</p> <p>SL Action Plans</p> <p>SIP</p>	<p>Governors will have a good understanding of all curriculum areas, progress being made by pupils and any support needed by staff for their subject area.</p> <p>Governors will be confident that actions identified are linked to priorities and have been completed. Staff will feel supported by Governors.</p>	<p>Gobs will know the training needs of SL's and link to action plans.</p> <p>Curriculum subject reviews and action plans are shared between SL's and Link Gobs to enable effective Governor monitoring of implementation and impact.</p> <p>Gobs monitoring reports are presented at FGB's</p>

	Continue to monitor Safeguarding practices through visits, discussions, record keeping, monitoring to ensure clear and effective systems and policies are in place and providing a safe and secure environment for pupils and staff. SEND action plan monitoring linked to Birmingham Toolkit it's use and impact	SEND Governor	On-going	SEND policy Report at FGB meetings		
Governors to become more knowledgeable through the updating of their skills specific to their identified responsibilities and the wider school context SIP 4.4	Attend relevant training courses. Stay up to date with developments in Governor Services through NGA bulletins, newsletters, conferences and courses. Sign up to NGA website to access training materials. Make links with other Governors locally, host a meeting with Governors from link schools with a common focus for discussion as identified at FBG	All Governors Chair to arrange	On going Jan FGB	SIP SEP Subject leader plans Roles and responsibilities doc Training schedule	Governors will be knowledgeable about their specific area of responsibility and the wider context, linked to local/National developments. Governors will have a realistic view of school development in a local and National context. Governors will be effective in the support they provide to the school and each other.	Governor training identified on skills audit. Training schedule updated at each FGB. Governors more knowledgeable about their roles and responsibilities Governors more effective in the support provided
Governors will support the monitoring of systems and policies to ensure the provision of an effective, safe and secure learning environment where all pupils are able to flourish SIP 2.1 2.2 2.3	Attend relevant training linked to Safeguarding, premises and vulnerable pupils and provide feedback to FGB Monthly testing of emergency lighting and check fire extinguishers Weekly premises check, first aid kits and ladders signed off	Lead Governors for: Safeguarding, Health and Safety and premises, Vulnerable pupils	On going	SIP SEP Roles and responsibilities Doc H S, accessibility plan Safeguarding Child protection policy docs	Governors will contribute to a safe secure learning environment for the school community. Governors will provide support to enable staff to carry out their roles effectively.	School policies due for review will have been presented and updated at Governors meetings enabling full compliance with relevant legislation.

	<p>Weekly general inspection of listed items and emergency exits signed off.</p> <p>Safeguarding: Termly meetings with HT; Monitoring of 'My Concerns' programme with HT; completion of annual Safeguarding audit; review of 'My Concerns' with HT</p>					
<p>Governors to understand assessment data including teacher assessment and know how this informs the progress and achievements of all pupils including the presentation of a Recovery curriculum following COVID restrictions and home learning by pupils SIP 1.1 1.3 1.4</p>	<p>Pupil progress meetings to discuss Recovery curriculum.</p> <p>Attend relevant training on assessment data in the local and national context</p> <p>Discuss and question school data as presented by HT at FGB to include Pupil Premium strategy</p> <p>Each FGB will have an allocated time for assessment discussion to include the monitoring of pupil premium strategy</p>	<p>JM and HT with support of SL's</p> <p>FGB on going</p>	<p>Sept-Nov 2020 scrutiny of pupil progress records of Recovery curriculum outcomes due to COVID restrictions. December 2020 pupil progress discussion</p> <p>January 2021 training update</p> <p>April key stage data tracking</p>	<p>SIP SEP Pupil progress spread sheets Pupil progress meetings Examples of pupil work photocopy or I pad</p> <p>Teacher Assessment data</p> <p>Other school or National data</p>	<p>Governors will know how pupils have been supported following the COVID crisis and home learning and how effective the Recovery curriculum has been and whether it needs extension.</p> <p>Reports from HT and JM will identify how the recovery curriculum has been successful and any further support needed</p> <p>Governors will be able to interpret the data presented, they will be able to see and understand progress being made by pupil cohorts and know where further</p>	<p>Governors will have a sound understanding and overview of the progress being made by pupils and the school in comparison to local and National data.</p> <p>This understanding will support the decisions the FGB are required to make in all areas of the school and during the COVID situation.</p>

					actions are required and the support that may be needed.	
<p>Governors to have strategic vision and understanding for financial matters and ensure the best possible outcomes are secured for all pupils in the most efficient and effective way, at a reasonable cost to ensure the school achieves value for money with the funds it has delegated to manage.</p> <p>SIP 4</p>	<p>Ensure procurement is in line with LA policy and regulatory requirements as set out in Standing Orders on Contracts;</p> <p>Budget monitoring and submission of outturn reports; <u>Term1</u>-review of PP ; review of HT delegated powers; Review school's CFR benchmarking data; Add school accounts to website; audit of voluntary funds. Review how the use of resources has improved over the last year and target an area for improvement;</p> <p><u>Term 2</u>-pre-budget setting; contract and value for money review; set and submit 5 year budget; submit schools financial value standard; <u>Term3</u>-review financial procedures and policy,</p>	Lead Governor for finance	Termly and on-going	<p>SIP</p> <p>Financial efficiency policy</p> <p>Dorset finance policy</p>	<p>Governors will know how the school finances are organised and track developments across the year.</p> <p>Governors will be able to make informed decisions regarding spending and allocation of funds</p>	<p>Governors will have an informed overview of school financial matters, this will directly support strategic decision making by FGB</p>

<p>Governors to manage HT performance and provide support for staff pay reviews.</p> <p>Governors to support the school's approach to the preparation of pupils for modern Britain and the wider world and their deepening understanding of diversity. SIP 3.1 3.2</p>	<p>To meet with SEP and HT to review previous year's objectives and targets.</p> <p>To set HT yearly objectives and targets linked to SDP priorities. To take responsibility with HT for Teacher's pay.</p> <p>Curriculum plans and extra curricula activities will demonstrate clear links and opportunities for pupil preparation and development for living in modern Britain with the exploration of diversity and multi-cultural themes and links.</p>	<p>Appraisal panel and Teaching Staff pay panel</p> <p>All Governors across curriculum areas Foundation Govs to support evaluation and monitoring process</p>	<p>Autumn term HT Appraisal</p> <p>Summer term interim appraisal</p> <p>Termly specific and on-going</p>	<p>SIP Teacher's and support staff Pay policies</p> <p>Appraisal and capability policies</p> <p>SSE SIP HT Report Learning walks ELSA visit feedback PHSE lesson plans Discussions with SL's</p>	<p>SMART targets for HT linked to SIP will have been set and reviewed. Governors will have supported the HT in decisions of pay for staff.</p> <p>Governors will know that pupil understanding and development in these areas is taking place</p>	<p>A fair and supportive appraisal system is in place, it is clear and understood by all.</p> <p>Governors will be able to give the school appropriate support where necessary to further aid pupil development.</p>
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<p>Monitor how the vision and values of the school underpin behaviour, enable resilience and drive school improvement. Sip 3.1 3.2</p>	<p>JN and Foundation Governors to meet with Ethos group to talk about vision and values and how these are demonstrated.</p> <p>Monitor attendance regularly. Ask Headteacher for feedback on behaviour and emotional wellbeing of children. Ask for feedback from ELSA trained TA about the work happening to boost resilience and support mental health of pupils.</p> <p>Revisit Vision and values of the school with staff, Governors and Ethos group to consider any changes needed and whether these continue to reflect the way we work and our aims at Broadwindsor School .</p>	<p>JN and Ethos group</p> <p>FGB and Headteacher.</p> <p>ELSA TA</p> <p>FGB and whole staff, Ethos group</p>	<p>Autumn Term (if possible due to Covid restrictions)</p> <p>Ongoing</p> <p>Spring 2021</p>	<p>SIP Section 2/3</p> <p>SIP Section 2/3</p> <p>SIP Section 3</p>	<p>Governors will have evidence of overall pupil behaviour through minutes of FGB and feedback from observations carried out.</p> <p>Minutes will record the use of positive mental health strategies by pupils and staff, and the continuing relevance of vision and values in driving school improvement.</p>	<p>Governors will have contributed to enhancing the vision and values of the school community.</p>
<p>Governors to ensure the well-being and resilience of the whole learning community are not being adversely affected by the Covid situation. SIP 3.1</p>	<p>Maintain good contact with staff members through the usual channels to monitor the well-being of staff and pupils.</p>	<p>FGB and HT with identified Gobs for staff members in each class</p>	<p>Ongoing</p>	<p>SEND meetings FGB meetings Recovery plan feedback Learning walk reports</p>	<p>Governors will receive well-being updates at FGB meetings and work closely with HT to provide support as needed with specific Governors linked to staff as a support system in each class.</p>	<p>Governors will provide effective support enabling the school community to continue to thrive in a positive way.</p>

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