

# Sir Alexander Fleming Primary School and Nursery

## Governors' action plan following an audit of their statutory duties 2019/2020

**Yellow highlighting** = actions to carry forward to 2020-2021 due to restrictions of Covid-19



Objectives	Success Criteria	Specific Actions	Monitoring Arrangements	Resources	Evaluation of Impact
1. How well governors ensure clarity of vision, ethos and strategic direction.	The Governing Body is influential in setting the strategic direction of the school in partnership with senior leaders and creating a vision that is shared by all members of the school community.  The Governing Body is influential in setting the strategic direction of the school in partnership with senior leaders	Continue to develop opportunities to discuss with pupils, staff, parents and carers the understanding of the vision statement.  The vision statement to be included in all governor notes of visit.  Governor to join the School Council and attend meetings in order to present pupil views to G.B  CoG to attend the 'Strategic Role of Governance' training.  <b>CoG to be part of the SDP writing as it heavily influences the strategic direction by way of support and CPD.</b>  Governors will ask questions and challenge the HT / SLT re: Headteacher's report linked to monitoring the progress of the SDP priorities.	<b>Governor drop-in sessions to observe the vision statement in practice.</b>  <b>Governors to carry out Pupil Voice with children/staff re: Visions and values</b>  <b>CoG to accompany senior leaders and be part of discussions when action planning following the monitoring time</b>	Vision statement Governor notes of visit.  School website.  FGB and Committee minutes.	Vision statement shared with all stakeholders regularly  Governors Notes of Visit have been limited due to the restrictions from Covid-19  TY attended a School Council meeting prior to lockdown.  New CofG in November 2020 who is now attending the CofG training  GB was low on numbers due to resignations – KT has been busy recruiting during Autumn 2020
2. How well governors contribute to the school's self-evaluation and understand its strengths and weaknesses.	Governors have detailed and accurate understanding of the school's overall performance and can clearly articulate this.  Governors have an understanding of the data which they use to cross	Governors' will attend Data Meetings at the beginning of every term so that Governors will have a detailed and accurate view of school's performance compared to National and identify where the areas of concern are.  <b>SEF, SDP and RAP presented at FGB and Curriculum Committees.</b>	Data Meeting for all Governors  <b>Regular updating of the RAP shared with governors.</b>  <b>SDP</b>  <b>FGB and Committees.</b>	Internal / external data Minutes  RAP SDP FGB minutes SEF	Spring term Data was shared with the Governors at FGB in Summer 2020. Data Meetings have been planned into this academic year.

	<p>reference the groups of pupils across school – SEND, PPG, G&amp;T boy, girl.</p> <p>Governors regularly evaluate their own effectiveness – skills audit.</p>	<p>FGB to agree the monitoring cycle for the year ahead to check for pupil progress.</p> <p>Continue for link governors to carry out first hand monitoring through learning walks, lesson observations, book scrutiny and discussions with their link teacher and pupils.</p> <p>Identify gaps in skills and provide CPD.</p>	<p>Identified link governors and subject leaders.</p> <p>Governors are up skilled where necessary through CPD</p>		
3. How well do Governors support and strengthen school leadership.	<p>Governors can articulate high expectations for their school and these are reflected in the way they plan their monitoring, are present in school and encourage/support through collaboration.</p> <p>Governance structures are kept under review to ensure they reflect school and national priorities.</p>	<p>Governors' to keep their 'Whole School Summary' file up to date.</p> <p>Governors to continue to complete notes of visit, which are emailed to the HT and will be posted on to the website, so that all governors are aware of how each of us are contributing to school improvement.</p> <p>Share with Governors, the leadership and management responsibilities, subject leader responsibilities etc.</p> <p>Governors review and agree statements in the SEF, RAP and SDP.</p> <p>Governors form part of the panel whenever senior posts are advertised.</p>	<p>Governors' files updated at each FGB.</p> <p>Check NoV for the impact they have had on school</p> <p>Governors' have a greater overview of school leadership</p> <p>Review and develop the action plan as part of the SEF, RAP and SDP.</p>	<p>Governors' files</p> <p>NoV</p> <p>Committee minutes</p>	<p>Governor's files were taken in for updating and have not been reissued due to Covid-19</p> <p>Responsibilities were shared with Governors via email</p>
4. How well governors provide challenge and hold the Head teacher and other senior leaders to account for improving the quality of teaching, pupils' achievement	<p>Governor questions demonstrate a relentless drive for improvement.</p> <p>Governors continue to monitor the impact of a range of interventions and bring robust challenge where these are not successful</p>	<p>Questions raised in FGB meeting to challenge and hold the HT to account re: quality of teaching, pupil's achievement and behaviour.</p> <p>Governors to analyse exclusion data</p> <p>Elect Attendance Governor</p> <p>Governors analyse attainment and in-term progress.</p> <p>Attendance governor to continue to monitor the attendance of specific pupils and identify trends and identify how school supports pupils at risk of becoming persistent non-attenders.</p> <p>Governor discussions with pupils – do they know where they are in their learning and what are their next steps?</p>	<p>Committee minutes will highlight Gov questions</p> <p>Presented at FGB</p> <p>Governor notes of visit.</p>	<p>Committee minutes</p> <p>NoV</p>	<p>Questions are encouraged at meetings and Governors are holding lesers to account.</p> <p>Questions are minuted.</p> <p>Governors attended the HT appraisal and review</p>

and pupils' behaviour and attainment.		<p>Support in performance management decisions and appraisal of the Headteacher.</p> <p><b>Data meetings to be organised termly and delivered by HT / DH</b></p>	Data Meeting	Data meeting minutes	
5. How well governors use performance management systems, including the performance management of the Head teacher, to improve teaching, leadership and management.	<p>Staffing structure is established and all members of staff understand their roles and responsibilities.</p> <p>Clear and consistent monitoring of the impact of the appraisal process demonstrates the impact of CPD on quality of leadership and management and pupil progress.</p>	<p>F&amp;P committee governors to regularly review staffing structure and meet with all members of the SAF team</p> <p>F&amp;P Governors to regularly review the performance management of the head teacher and set her annual targets with support from the SIP in order to ensure targets are set in line with the identified priorities of the school.</p> <p>Continual reviews of staffing structure and future plans in line with the priorities of the school.</p> <p>Governors to have an overview of appraisal targets (anonymised)</p> <p>Movement through the pay scale will be presented at the Summer term Finance Meeting for agreement with the Governors.</p>	<p>Interim P.M meetings with governors.</p> <p>Interim appraisal meetings with all staff and senior leaders (termly)</p> <p>Pupil attainment and progress data.</p> <p>To be presented annually at FGB</p> <p>Finance Committee</p>	<p>P.M and appraisal notes.</p> <p>Committee minutes.</p>	<p>F&amp;P committee reviewed the staffing structure</p> <p>HT appraisal was actioned and annual target set</p> <p>2019-2020 appraisal targets shared (anonymised)</p> <p>F&amp;P Meeting in July 2020 looked at pay progression linked to appraisal targets.</p>
6. How well governors ensure solvency and probity and that the financial resources made available are managed effectively.	<p>To continue to ensure the school budget remains healthy and positive, while ensuring 'best value' is always considered regarding any 'spend' in terms of identified school priorities.</p> <p>Governors are aware of benchmarking and comparisons with other local schools and schools in similar circumstances.</p> <p>Governors are clear about their role in the SFVS process which is presented at F&amp;P.</p>	<p>Continual budget monitoring over time during our F&amp;P meeting with occasional meetings with the school finance officer where appropriate.</p> <p><b>Continue to use the benchmarking tool to compare spending at SAF with other similar schools both nationally and within T&amp;W.</b></p> <p>To ensure the SFVS process is carried out with due consideration to the school priorities.</p> <p><b>Link governor for PP – can articulate intended outcomes / impact</b></p> <p><b>Can link PP spend to reducing / removing gaps / cohort data /</b></p>	<p>F&amp;P committee meetings</p> <p>Governor involvement in SFVS.</p> <p>PP Governor to meet with HT/SLT re: PP spend</p> <p>Feedback to FGB</p>	<p>F&amp;P committee minutes.</p> <p>SFVS paperwork</p> <p>FGB minutes</p>	<p>F&amp;P Meetings with TW take place termly</p>

7. How well governors operate in such a way that statutory duties are met and priorities are approved.	<p>School website is kept up to date in terms of publishing all statutory policies and procedures.</p> <p>Governors are fully aware of all new safeguarding policies and procedures.</p>	<p>To ensure the website is regularly monitored in order to comply with all the latest statutory regulations.</p> <p><b>To ensure all policies are updated in line with our 'policy cycle'</b></p> <p>All governors to read the latest KCSIE Sept.2019 and sign that they have read this document.</p> <p><b>CoG to attend an update on 'Raising Awareness' training.</b></p>	NoV to be completed	<p>School website.</p> <p>Business interests document.</p>	<p>KT monitors and updates the website for school and Governors</p> <p>All Governors read and signed KCSiE 2019</p>
8. How well governors engage with key stakeholders.	<p>Communication with parents and carers continues to be a priority.</p> <p>Parents/carers and pupil views are heard and responded to.</p> <p>The school's website provides parents with a clear understanding of the curriculum and all aspects of school life, which contributes to pupil outcomes.</p> <p>Parents/carers are more aware of the ICT technology from information provided from SAF to support their child's learning.</p> <p>To continue to engage with the local and wider community</p>	<p>Governors to attend family functions –assemblies, lunches, sporting events etc.</p> <p><b>Leaders will continue to seek the views of parents/carers through surveys.</b></p> <p><b>Governors to ensure the school website is up to date and complies with all statutory requirements.</b></p> <p><b>Continue with regular blogs and newsletters.</b></p> <p>Continue to invite staff from all teams and pupils to attend governor meetings on a regular basis.</p> <p>Continue with open reading mornings</p> <p>Continue with Science afternoons</p> <p>Continue with Mother's Day / Father's Day tea and cake afternoons</p> <p>Continue with special assemblies for parents and carers.</p> <p>Parent meetings</p>	<p>Governor notes of visit covering these functions.</p> <p>Analysis of parent and pupil surveys and the impact of these.</p> <p>Regular checks by governors regarding the school website and its compliance with statutory regulations</p> <p>Keep attendance lists of parents who attend events</p>	<p>Governor notes of visit.</p> <p>Pupil and parent surveys</p> <p>Parent newsletters.</p> <p>School website.</p> <p>Governors Annual Report to Parents.</p> <p>Pupil reading and homework diaries.</p>	<p>2019-2020 Governors attended assemblies, family functions up until March 2020</p> <p>Due to the restrictions of Covid-19, allowing access to school has been an issue</p>
9. How well governors use Pupil Premium, and other resources to overcome barriers to learning	<p>Governors will have detailed knowledge regarding attainment, progress and closing the gap for pupils in receipt of pupil premium funding.</p>	<p>Governors to meet with lead teacher (KT) to plan and agree the action plan for PPG pupils based on research for eg, Sutton Trust, EEF</p> <p>Governors to observe intervention programmes and provision for PPG pupils.</p>	<p><b>Governors to scrutinise progress and attainment for all PPG children both in terms of national data and also internal data.</b></p> <p><b>Governors to observe the additional intervention provision for all PPG pupils.</b></p>	<p>PPG action plan and expenditure</p> <p>Sports action plan and expenditure</p> <p>External and internal data.</p> <p>Governor notes of visit.</p>	<p>CT met with KT termly to review the PPG Action Plan up until March 2020.</p> <p>CT observed PPG children within some classes</p>

including reading writing and mathematics.		<p>Governors and school leaders to set clear attainment and progress targets in receipt of PPG funding.</p> <p>Governors to monitor the impact of a range of interventions</p> <ul style="list-style-type: none"><li><input type="checkbox"/> SEND budget</li><li><input type="checkbox"/> Sports Grant</li><li><input type="checkbox"/> PPG Capitation</li><li><input type="checkbox"/> Learning interventions</li></ul>	Committee meeting minutes		
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