

Redhill Primary School



Governor Action Plan

2019-20

CORE FUNCTION	OBJECTIVE	SUGGESTIONS FOR MONITORING FORMAT OR ACTION REQUIRED	REPORT TO	GOVERNOR	ACADEMY CONTACT
	<p>Plan an induction programme for new members of the governing body;</p> <p>Ensure clarity of vision, ethos and strategic direction;</p> <p>Hold the head teacher to account for the educational performance of the school, staff and its pupils.</p> <p>Oversee the financial performance of the school and making sure its money is well spent.</p>	<ul style="list-style-type: none"> • Training audit completed and appropriate training identified/delivered. • Ensure all governor activity is evidenced. • Plan business arising from HT report, RAP/SIP and Interim Monitoring and Evaluation (IME) Reports and allocate responsibilities for next IME tasks / actions. • Identify linked area of responsibility - nominated Governors (e.g. Link / Champion governors, Safeguarding, Vulnerable group) and allocate support for them in their role. • Make arrangements for individual Governor involvement in e.g. school events • New governors involved in drafting a Governors' Development Plan. <p>Monitoring</p> <ul style="list-style-type: none"> • Are governors actively involved in MER process and have a clear understanding of the school's strengths and areas of development. • Are governors are able to make accurate judgements about the impact of targeted work? • Are governors able to asking challenging questions? 	LGB	Dara Carroll Yogesh Patel Hazel Harrison	Claire Whiting
Behaviour and Safety	To ensure that the school creates a culture of high expectation for pupil's behaviour	<ul style="list-style-type: none"> • Review the behaviour policy, principles statement and procedures and measure the impact these have upon behaviour within school • Ensure the school values are understood throughout school • Governor visit to include a focus on behaviour at playtimes • Understand how pupils and parents view behaviour from questionnaire feedback 	LGB	Claire Freestone	Claire Whiting
Safeguarding	To ensure the wellbeing, safety and emotional resilience of pupils, the	<ul style="list-style-type: none"> • Termly meetings with DSLs • Keep abreast of policy and legislation changes and the impact these have in school 	LGB	Beth Tutchener-Ellis	Claire Whiting

	effectiveness of safeguarding policies and procedures and that the children are well cared for and well supported	<ul style="list-style-type: none"> • Be kept updated on safeguarding issues that affect the school • Be confident that all procedures are fully adhered to • React to topical safeguarding issues such as Prevent and FGM • Develop an interactive safeguarding area on the school website • Monitor CP record keeping • Monitor the SCR at least annually • Complete annual safeguarding audit and action plan • Complete Section 11 Audit and submit to the LA annually • Ensure annual revision of the safeguarding policy in line with the monitoring schedule for policies • Ensure distribution to staff of key documents such as updated versions of KCSIE • Maintenance of central safeguarding folder • Monitoring of progress/attainment of any LAC • Attend relevant safeguarding training • Provide Information regarding vulnerable learners to FGB 			
Health & Safety	To support the school in Facilities Management and Health and Safety and to ensure that the school complies with its statutory duties to provide a safe and secure school for all pupils and staff	<ul style="list-style-type: none"> • Meet with the School Business Manager • Monitor risk assessments for visits/events • Review the Health and Safety Policy • Attend the annual Health and Safety Audit • Keep abreast of Health and Safety legislation and its impact on schools • Attend any relevant Health and Safety training 	LGB	Stephen Tidmarsh	Caroline Pollock Zara Bate
SEND	To ensure that the rights and needs of our SEND pupils are championed by challenging provision, quality of teaching/intervention and understanding these pupil's needs	<ul style="list-style-type: none"> • Termly meetings with the SENCO • Drafting of the SEND Information Report and reviewing annually • Ensuring regular review of the SEND Policy • Understand and monitor the interventions and provision provided and assess the impact of these upon the children's progress and attainment. 	LGB	Beth Tutchener-Ellis	Denise Rock

		<ul style="list-style-type: none"> • Carry out a termly analysis of the SEND data • Create an interactive area on the school website • Attend relevant SEND training 			
Pupil Premium	To ensure that the spending of the PPG is having the desired impact and closing the gap between PPG pupils and non PPG pupils	<ul style="list-style-type: none"> • Meet with the Headteacher at the beginning and the end of the school year • Understand the monitoring and tracking systems for the attainment and progress of the PPG pupils • Understand which interventions are/are not having the most impact and how these can be addressed 	LGB	Phillip Nicholls	Claire Whiting
EYFS	To monitor the effectiveness, quality and standards of the Early Years Provision	<ul style="list-style-type: none"> • Review Policy • Regularly meet with Foundation Stage Manager • Scrutinise the data • Monitor phonics provision and intervention • Governor visit into nursery to include a focus on children's transition to school • Attend relevant EYFS training 	LGB	Debra Garside	Sam Farmer
British Values and SMSC	To ensure the spiritual, moral, social and cultural understanding and emotional wellbeing of all pupils is a high priority for all staff	<ul style="list-style-type: none"> • Review Policy • Carry out annual SMSC audit • Meet with subject leader • Meet with groups of pupils to carry out SMSC questionnaire to assess their level of understanding of these issues • Attend relevant assemblies • Assist in establishing external links eg Magistrates to look at Rule of Law and Councillors to look at democracy • Analyse the range of extra-curricular activities available to the children 	LGB	Beth Tutchener-Ellis	Lydia Cartwright
Link Class Governors	Governors to link with year groups to build positive relationships with staff and pupils	<ul style="list-style-type: none"> • Informal visits to link with class groups e.g classroom activities, trips, assemblies, special events • Book scrutiny • Data analysis for the specific co-hort to monitor progress • Monitoring of vulnerable groups within the cohort 	LGB	Tbc – Foundation Stage Tbc – Years 1/2 Steve Tidmarsh – Years 3/4 Deborah Garside – Years 5/6	Relevant Class Teachers