

Redhill Primary School



Governor Action Plan 2018-2019

Leadership and Management 2018-19				
Objectives	Success criteria	Specific Actions	Monitoring (including evaluation questions)	Evaluation of impact on pupil progress
Ensure all monitoring and feedback to teachers includes tight timeframes for improvement and that teachers are held consistently to account for acting on the feedback given.	Teachers act upon feedback Feedback has an impact on quality of teaching and pupil outcomes Team leaders can articulate what impact monitoring has had	Timescale box completed by team leaders Monitoring structure allows all action to be followed up, and teachers to provide evidence of this Senior leaders keep records of their impact updated regularly	What is the impact on pupil progress? What is the impact on the teaching profile?	
Develop the roles and responsibilities of the new Deputy Headteacher	DHT has a significant impact on school improvement. The HT is well supported to drive the school improvement plan DHT is effective and efficient, the job description utilising all strengths	Job description created PM management is used to drive school improvement Standards continue to improve by the end of Year 6.	What is the impact on pupil progress/standards? What is the impact on the teaching profile	
Ensure that all continual professional development is targeted directly to priorities.	That resources are used effectively and meet the needs of the school/pupils.	Devise a clear strategic CPD strategy that links with school improvement and performance management.	What is the impact on pupil progress? What is the impact on the teaching profile?	
Plan an induction programme for the two new members of the governing body; Ensure clarity of vision, ethos and strategic direction; Hold the head teacher to account for the educational performance	All leaders inc governance are highly ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and of staff and pupils' skills and attributes. They stringently hold senior leaders to account for all aspects of the school's performance.	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	Are governors actively involved in MER process and have a clear understanding of the school's strengths and areas of development. Are governors able to make accurate judgements about the impact of targeted work? Are governors able to asking challenging questions?	

<p>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>	<p>Through highly effective, rigorous planning and controls, governors ensure financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</p> <p>Governors understand the schools strengths and relative weaknesses in data, teaching and learning, and how this links to PM, training and school development planning.</p> <p>Governors are able to ask challenging questions of senior leaders.</p>	<p>IME tasks / actions.</p> <p>Identify linked area of responsibility - nominated Governors (e.g. Link / Champion governors, Safeguarding, Vulnerable group) and allocate support for them in their role.</p> <p>Make arrangements for individual Governor involvement in e.g. school events</p> <p>New governors involved in drafting a Governors' Development Plan,</p>		
<p>Plan a comprehensive coaching programme for staff in school.</p>	<p>Percentage of pupils attaining ARE at end of KS2 in R/M is in line with attainment in writing</p> <p>To ensure that the pitch and expectation of teaching and learning in all lessons is appropriate to meet the needs of all learners, and particularly to challenge higher attainers.</p> <p>Staff are all planning appropriately according to the ability of their cohort</p> <p>Differentiation is clear and in curriculum subjects</p>	<p>Support through coaching model and team teaching – set standards and expectations, model effective questioning.</p> <p>Review meetings to discuss practice and impact on learning.</p> <p>Book scrutinies to identify good practice and development points.</p> <p>Observations/team teaching to be arranged for new members of staff to observe</p>	<p>Is the pitch appropriate?</p> <p>What are the expectations like? Presentation in books and pride in classroom?</p> <p>Are all learners being challenged?</p> <p>What does the provision for the more able children look like compared to the rest of the class?</p> <p>Is differentiation appropriate?</p> <p>What is the impact of TF groups?</p>	

	<p>blooms/solo taxonomy is taken into account.</p> <p>TF groups used to enhance learning and support children in achieving and applying targets.</p> <p>Marking is effective and follows school policy. Presentation throughout books is of a high standard.</p> <p>The work ethic in the class is outstanding with children engaged in their learning, asking questions, finding out and making good progress</p> <p>Fluid groups in operation, taking into account abilities of individuals.</p> <p>Interventions developed to meet the needs of all learners</p>	<p>behaviour management, pace, expectations and day to day transitions.</p> <p>Observations of staffs progress towards teaching standards, set clear targets and ensure all learners are making good progress.</p> <p>Interventions monitored to ensure precise next steps are being taught</p>	<p>Is marking identifying next steps and picking up misconceptions?</p> <p>Is marking identifying presentation and spelling?</p> <p>Are interventions allowing children to make accelerated progress?</p>	
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