

Governor Action Plan (GAP) – Key Priorities 2016-17

At St Nicholas we nurture everyone to be the best we can be, in a caring and inclusive Christian environment.

As part of striving to be an outstanding school, the Governors aim to raise their effectiveness working alongside the Head teacher, staff and parents in creating a safe, happy, engaged learning environment for all pupils at St Nicholas School Child Okeford

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The purpose of the Governor's Action Plan is to support these core functions and to form part of the self-evaluation process, led by the Head Teacher.

Governors undertake an annual review at the end of the school year to identify any areas of best practice and development and to set priorities for the forthcoming year. This plan will be reviewed at the end of the summer term and an "Impact Report" presented to the FGB in the Autumn Term 2017.

Key priority 1

To foster a stable governing body, committed, well trained and competent in governorship, with clear succession planning for leadership roles.

Link to HT appraisal

- Objective 3

Success Criteria

- The governing body remains stable in its membership for 2 years.
- The governing body shows that members have attended training courses in all relevant areas including safeguarding.
- Governors feel enabled to ask questions and seek clarification
- The work of governorship is spread well across the GB so that the work of Chair does not become too great/unattractive/unsustainable
- The governors make attendance at meetings a priority

ACTIONS

To ensure new governors are made welcome and given appropriate induction training

To ensure governors attend training through the year, especially safeguarding

To build up experience and competency across the Governing Body

Key priority 2

To increase the impact of the Governor's role in monitoring and aiding improvement within the school

Success Criteria

- The governing body is trained in understanding internal and external school data
- The governing body is aware of and understands the narrative behind the data
- The governing body are visible in their link year groups, school events and church services

ACTIONS

Ensure that governor cycle monitoring happens

Governors attend training in “Understanding data”

That Governors monitor internal and external data to improve and embed good practice

Governors receive termly reports.

Link to HT appraisal

- Objective 3

Key priority 3

To raise the profile of the foundation governors in embedding a distinctively Christian spirituality throughout the school

Success Criteria

- Foundation governors have a well-defined sense of the distinct roles and responsibilities conferred on them by their status in addition to the responsibilities shared by all governors
- Foundation governors attend the Ethos committee and report to the FGB on their conclusions
- There is an active and ongoing plan to monitor and drive forward church school distinctiveness within the school

ACTIONS

Ethos committee reflects on SIAMS report and links to RE

CW is planned jointly between school and church

Links to church and community are strengthened (e.g. Millbrook House and Village Hall)

Key priority 4

To support the Head teacher and staff with changes to curriculum and the new RE teaching package.

Success Criteria

- The Governors are aware of the current issues and actions being taken regarding improving achievement in Mathematics across the whole school.

- The Governors are aware of the current issues and actions being taken regarding improving ARE expectations in Reading, Writing and Maths within KS2.
- The Governors are aware of the current issues and actions being taken regarding the new RE syllabus and its embedding in school life.
- Policies are reviewed and updated as necessary.

ACTIONS

Governors meet with staff to discuss new RE syllabus and its implementation (31st Jan)

Key Priority 5

To secure strategic direction and the financial security of the School as it progresses to academy status.

Success Criteria

- The school comes out of deficit and moves into a strong, table financial position
- Governors are aware and are planning for a PAN of 25 and the implications this has for the building and staffing.

ACTIONS

The resources committee to make plans to accommodate a PAN of 25