

Governor Action Plan (GAP) – Key Priorities September 2017 -2018

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.

Linked to:

- HT appraisal (Objective 3)
- School Development Plan (SDP) Priority 1: Effective Leadership and Management: **To continue to strengthen accountability**

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 and Prevent.
- Governors continue 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

Linked to:

- HT Appraisal
- School Development Plan (SDP) **Priority 1: Effective Leadership and Management:** To continue to strengthen accountability
- SDP 2017 -18 **Priority 2: Quality Teaching, Learning and Assessment** - Teaching is remains consistently good leading to outstanding across the school
- **Priority 3: Pupil Outcomes: Achievement and Standards:** To sustain improvement across the school and 'narrow the gap in relation to gender and vulnerable groups - Pupil Premium (PP) and Special Educational Needs and Disability (SEND)
- **Priority 4: Personal Development: Behaviour and Safety and Well Being of our Pupils:** To ensure attendance remains at least good for all groups (FSM / PP/ SEND)

Success Criteria

- Governors have a well-defined sense of the distinct roles and responsibilities conferred on them by their status
- The governing body is trained in understanding internal and external school data and can articulate the school's strengths and areas of development
 - The governing body is aware of and understands the narrative behind the data
 - 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 'Narrowing the gap' in relation to gender and vulnerable groups)
 - The Governors are aware of the procedures and strategies employed by the school to promote outstanding attendance
 - The Governors are aware of the procedures and strategies employed by the school to promote outstanding safeguarding and safety.
 - Can answer 2 key questions: How well are we doing? Are we getting value for money?

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 at the FGB and ask searching questions about the data narrative.

There is a link governor for attendance

The Chair of governors writes to all parents at the beginning of each academic year providing an update on the school's progress

Attendance is embedded in the annual monitoring cycle and is always included in the HT's report to the FGB

Key priority 3

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

Linked to:

- **SDP 2017-18: Priority 1: Effective Leadership and Management-** Develop of distinctive and effectiveness as a church school
- **SIAMS Action Plan 2017-18**
- **SIAMS Self Evaluation Form**

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
- FG can confidently answer the following core questions:
 - Core Question 1:** How well does the school, through its distinctive Christian character, meet the needs of all learners?
 - Core Question 2:** What is the impact of Collective Worship on the school community?
 - Core Question 3:** How effective is the Religious Education?
 - Core Question 4:** How effective are the leadership and management of the school as a church school?
- The Governors are aware of the current issues and actions being taken regarding the new RE syllabus and its embedding in school life.

ACTIONS

Ethos Group review SIAMS Action Plan and update SIAMS Self Evaluation Form

Ethos update review Action Plan Termly with FGB

Governors assess each half term's RE topic

CW is planned jointly and delivered between school and church

Governor and staff assess each half term's Collective Worship for impact

To strengthened church and community links (e.g. Millbrook House and Village Hall)

Governors support the KS1 Christian Club (Young Explorers) run by local Christians

There is an active and ongoing plan to monitor and drive forward church school distinctiveness within the school

Key Priority 4

To secure strategic direction and the financial security of the School.

Linked to:

- School Development Plan (SDP) Priority 1: Effective Leadership and Management: **To continue to strengthen accountability**
- **HT Appraisal: Succession Planning**

Success Criteria

- The school comes out of deficit and moves into a strong, stable financial position
- Governors are aware and are planning for a PAN of 25 and the staffing implications this has
- The governors are aware of the plans to develop the building and outside space to enhance the learning provision across the school.

ACTIONS

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

Admissions Policy 2019-20

Liaise with Diocese and LA on possible building alterations

Support the development of an improved EYFS outside learning and play space

Encourage staff succession planning and capacity building (e.g. in SEND, Maths lead etc)