

## Governor Action Plan 2018-2019

Governor Action Area	Specific responsibility	Monitoring arrangements	Milestones and Date	Impact	Success Criteria	Completed by
1.To oversee quality of teaching, learning and assessment across the federation and outcomes for pupils	Emily Fazal Rachel Rogers Conrad Volker Stuart Mallender	Lead governors report back to FGB during half termly meetings	<p>By NC has distributed latest lesson observation and book scrutiny dates to staff</p> <p>By Governors monitoring timetable updated and priorities added, Gov visit plan linked to SDP and OFSTED report</p> <p>By governors have visited schools to ensure HT is monitoring differentiated work that challenge all pupils and quantity of quality is increasing especially in topic work</p> <p>By proportion of pupils achieving greater depth is evidenced</p> <p>By governors and have sufficient understanding of BROMCOM and use this to track progress throughout the year</p> <p>By the vast majority of lessons are judged 'Good' or better, Governors to monitor this through HT monitoring</p>	<p>Governors know the quality of teaching across the schools and the performance of different pupil groups and use this to ensure continual improvement</p> <p>Governors use data analysis to monitor the achievement of pupils across the schools</p>	<p>Differentiated work is evidenced and provides challenge</p> <p>Quantity of quality work increased esp in topic work</p> <p>Continual improvement in the quality of teaching especially RWM in all year groups</p> <p>Increase the proportion of pupils achieving greater depth but especially RWM</p> <p>By the vast majority of lessons are judged 'Good' or better</p>	
2. To oversee leadership and management		Lead governors report back to FGB	<p>By Sept 2018 foundation subject plans in place</p> <p>By 2018 governors have visited classes and monitored pupils receiving weekly RE lessons that focus on the world faiths linked to long term plan</p> <p>By pupils have experienced visits different places of worship to gain greater understanding of different cultures</p>	<p>Governors know all statutory subjects are covered</p> <p>Governors aware HT monitoring teacher's weekly planning</p>	<p>Long term plan for foundation subjects developed</p> <p>Teacher's weekly planning meets the requirements of the curriculum</p> <p>Pupils receiving weekly RE lessons and experience visits to different places of worship to gain greater understanding of different cultures</p>	
3. To oversee the quality of provision of EYFS across the federation	Alison Hailwood Nick Coates Kate Milne	Lead governors report back to FGB during half termly meetings	<p>By Sept 2018 planning is well matched to children's interests and needs and shows evidence of challenge for more able</p> <p>By Sept 2018 EYFS section of SEF is re-written</p> <p>By governors ensure children's progress is followed accurately and used to inform next steps, this is evidenced in planning, lesson observations and work produced</p> <p>By governors have monitored development of quality indoor and outdoor learning environments to capture</p>	<p>Governors know EYFS is of good quality</p> <p>Governors use data analysis to monitor progress of children</p>	<p>Planning is well matched to children's interests and needs</p> <p>Robust and thorough SEF so that detailed and vigorous planning drives actions to develop quality of teaching and learning</p> <p>By the lessons are judged 'good' or better</p>	

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			children's imagination and stimulate and reflect their interests and needs			
4. To oversee the financial and personnel management across the federation	Stuart Mallender Conrad Volker Nick Coates  Additional support from Sharon Langton - Bursar	Lead governors report back to FGB during half termly meetings		The governors have a greater understanding of cost savings across the federation and drive more financial efficiency within both schools.	Both schools can remain financially sustainable and that projected budgets which are in danger of running into a deficit are addressed	
5. To oversee health & safety, safeguarding, Child Protection, Educational Visits and premises across the federation	Sarah Walker Lynne Bennion  Additional support from Mike Brown LA HS adviser	Lead governors report back to FGB during half termly meetings  Safeguarding checked at every meeting	By all HS files have been reviewed and signed off by governors  By Mar 2019 Governors have conducted premises inspections and completed annual Safeguarding Audit in both schools  By May 2019 SCR checks have been conducted by Governors in both schools Review risk assessments.  By July 2019 governors have produced an annual summary report on HSSP to share with FGB	Schools are statutorily compliant	Ensure both schools are meeting Health & Safety, Safeguarding, Child Protection, Educational Visits and Premises procedures and requirements	
5. To oversee the quality of provision for those pupils belonging to vulnerable groups e.g. SEND, FSM, PP	Emily Fazal Lynne Bennion	Lead governors report back to FGB during half termly meetings	By the impact of the intervention programmes can be analysed and reported to the FGB  Appoint SENCO by....  Arrangements worked out by....  By staff in school are using a tracking system that closely monitors and tracks vulnerable pupils  By Governors understand how pupil premium has been spent, SEND Action plan has been reviewed and assessed,  By vulnerable pupils have intervention programmes in place to support their needs  By Link Governors have completed SEND learning walks and feedback to Gov body  By rates of progress can be measured Govs reviewed SEN policies and developed joint federation SEN policy and checked the Single Central record. Arrange date for joint SEND meeting before July.	Pupils make progress in line with the school's expectations and their needs are met fully despite the difficulties that they face  Governors understand the impact pupil premium has had on pupil progress and continue to monitor this  Governors reviewed SEN policies	Pupils identified as vulnerable make expected progress based on the school's expectations due to the support and provision they receive  Interventions are reviewed/amended as necessary to support vulnerable groups effectively  SEN policy reflects practice across both schools	

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6. To oversee the implementation of Governor-led nursery provision across the federation	Alison Hailwood Nick Coates Kate Milne	Lead governors report back to FGB during half termly meetings	By	Governor's impact will be ensuring smooth processes for ensuring efficient running of pre-school care across both schools, led and staffed by federation employees and attended by local 2-4 year olds thus ensuring the sustainability of both schools	The federation of DCPS and SCPS have governor led EY units at both sites and that it has become financially self-sufficient due to the numbers of children attending	
7. To explore the process required to become part of a Nidderdale Federation of schools	Stuart Mallendar Sarah Walker	Lead governors report back to FGB during half termly meetings	Governors to attend termly Nidderdale Federation meetings and report back to FGB	Governors able to consider future sustainability for both schools	Both schools remain sustainable	
8. To regularly review Governor effectiveness/skills/ Governor succession planning	All Governors	Chairs to undertake review yearly  Governors to book on regular training relevant to responsibility	All Governors undertake yearly skills audit. Identify any further training needed and book on as necessary.  By reflect upon progress of Gov action plan  By Chairs completed Chairing The Governing board training  By have undertaken 360 review of Governor performance	Governors have the knowledge and skills needed to challenge effectively.  Governors have time to undertake visits	Governors have robust systems in place for monitoring and challenging	
9. To performance manage the HT effectively	Stuart Mallendar Sarah Walker	Chair & Governor undertake yearly HT performance management	Governors to undertake performance management training when possible.  By Nov 2018 arrange HT performance management	Governors effectively performance manage HT	HT performance managed	
10. To seek the views of pupils, parents, the community and local area	All Governors		September 2018 meeting for all parents and local community members to discuss action plan and OFSTED actions. Parents invited to offer comments/support.  Regularly update parents and community to progress and developments at the schools.  By July 2019 send out Yearly Governance statement and letter to the parents/community.	Use these to inform school's SEF and SDP	SEF and SDP includes the voices of the pupils, parents and wider community	