

**THE MILLPRIMARY ACADEMY**

Governor Action Plan 2016-17

Issues:

1. Improve teaching and learning by enriching knowledge of school’s performance by thoughtful consideration of information gathered
2. Improve leadership by deepening knowledge of parents’ views
3. Ensure that the school is satisfactorily addressing issues identified by the Ofsted inspection

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| **Issue 1** – Teaching and Learning |

**Observations – T4W consistent/RWI/ Teaching and Learning Consistent**

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| **Term 1 & 2**   * TA/teacher RWI observations show 90% delivered at standard expected * NQT observations complete and 50% good by Xmas * Teaching judged as good for 75% by Xmas | **Term 3 & 4 - March**   * NQTs 80% at good * Teaching overall 80% good * Outstanding teaching 20% | **Term 5**   * NQTs 100% good * Teaching overall 100% good or above * Outstanding teaching 20% |

**Books – English/maths books/ topic books**

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| **Term 1 & 2**   * English/ maths monitoring shows marking/ presentation consistent 75% at good standard * Topic books show 3 pieces of quality work 75% at good * Home school reading consistent approach 100% | **Term 3**   * Eng/maths/topic books show 80% good   20% outstanding | **Term 6**   * Wider book look identifies 20% classes outstanding progress across all subjects * NQT books good across all subjects |

**Attainment**

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| **Term 2**   * RWM/ARE – Y1 65-70%   Y2 70-80%, Y3 60-70%  Y4 50-60% Y5 50-60%  Y6 45-55% | **Term 4**   * RWM/ARE – R 60-70%   Y1 65-70% Y2 70-80%  Y3 60-70% Y4 55-65%  Y5 55-65% Y6 45-55% | **Term 6**   * RWM/ARE – R 70-80%   Y1 – Y5 70-80%  Y6 55-65% |

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| **Activity** | **Governor Action(s)** | **Outcome by Term 6** | **Key questions** | **By when?** | **By whom?** |
| **1a** Data Sources | Governors aware of different sources of data on school performance | All governors aware of the different sources from which data on school performance can be obtained | What data is currently received?  Where does that data come from?  How is that data validated?  What are the other sources of data on school performance? | T4 | LGB meeting |
| **1b(i)** Data Dashboards | Governors are familiar with data dashboards | Governors are aware of the different dashboards and how to access the data | How do you access each dashboard?  What sort of data does each dashboard hold? | T6 | LGB meeting |
| **1b(ii)** Data Dashboards | Governors know how to use information from data dashboards | Governors know how to use the data to hold the school to account with relation to the performance of EAL, SEND or Disadvantaged pupils | How is the school performing against other schools with pupils from similar backgrounds?  How is the school performing overall compared with schools with a similar proportion of EAL or SEND or Disadvantaged pupils?  How well are EAL or SEND or Disadvantaged pupils performing compared to those in other similar schools? | T1, T3, T5 | Q & S Committee |
| **1c(i)** Governor Training on data sources | Governors understand the data capture document | Governors understand the information provided at FGB meetings in the data capture document | What does ARE mean?  What would a normal pupil’s progression look like over a year?  What does AAR mean? | T2, T4 | LGB meeting |
| **1c(ii)** Governor Training on data sources | Governors are trained to interpret different data source documents | Governors receive short training sessions in Committee and LGB meetings | What data is provided by Fisher Family Trust (FFT)?  What use can be made of the data from Raise on Line?  How do you use the data from the TKAT governor site? | T2, T4 & T6  T3 & T5 | Q & S Committee  LGB meeting  Resources Committee |

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| **Issue 2** – Deepening knowledge of parents’ views |

Note: CHRIS WEBB to coordinate Issue 2 on behalf of Governors

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| **Activity** | **Governor Action(s)** | **Outcome by Term 6** | **Content or Key questions** | **By when?** | **By whom?** |
| **1a(i)** Parents know the governors | Governor photographs in Reception | Photographs of all governors added to the board in Reception showing pictures of the school staff | All governors to have their photograph taken  New governors to have their photograph taken at the earliest opportunity and the photo to be added to the board in Reception | T3 | ALL governors |
| **1a(ii)** Parents know the governors | New governors make selves known to parents | All new governors write a brief item for the weekly newsletter to introduce themselves | Why I have joined the LGB  What I believe I can bring to the LGB | 2 weeks after appointment | New Governor |
| **1a(iii)** Parents know the governors | Governors add section to school newsletter | Parents aware of governors, role they play, and have had chance to engage them if required | Letter 1  Who are the members of the LGB?  What is the role of the LGB?  How to reach us (parents evenings, school fairs & events).  Letter 2  What has been achieved during the school year, & plans for coming year | T2 T6 | Chris to draft – all governors to review/edit |
| **1a(iv)** Parents know the governors | Governors attend parent/teacher consultation meetings | At least one governor attends on both occasions and is “visible” to parents | Governor to where their governor badge  Governor introduced to a number of parents at the same if there is an appropriate opportunity | T1 & T3 | Shelley and Chris W to coordinate |
| **1a(v)** Parents know the governors  **2a(i)** Obtain parent view  **2b** Analysis and use of parent view | Governors attend other “parent events”  Governor conduct Parent survey  Governors analyse and use data | At least one governor attends on each occasion and is “visible” to parents  Parents views are understood and analysed to inform Governors’ view of school performance  Governors analyse data and use it to inform discussions with Head teacher and SLT | Governors to attend on occasions when parents are invited into school – e.g. Christmas Fair, Christmas shows, end of special subject weeks  Survey with same questions used each year so that we can track progress. Areas to focus on are: leadership, curriculum and safeguarding  What have we learnt from our engagement with parents?  What does this mean the school should do differently? | T2 & T5  T3  T4 & T6 | All governors attend at least 1 event each academic year  Chris W  Discussing parents’ views is standard agenda item on all LGB meetings |

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| **Issue 3** – Monitor school Ofsted actions |

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| **3a(i)** Enrich learning of all groups of pupils – Pupil Premium  **3a(ii)a** Enrich learning of all groups of pupils - SEND  **3a(ii)b** Enrich learning of all groups of pupils - SEND  **3a(iii)** Enrich learning of all groups of pupils – G & T | Data Report given to governors  SEND report given to governors  Governors monitor SEND action plan  Governors interview G&T Co-ordinator | Children working at age related in R, W & M: R 70-80%; Y1 – Y5 70-80%  Y6 55-65%  Children working at age related in R, W & M: R 70-80%; Y1 – Y5 70-80%  Y6 55-65%  Children working at age related in R, W & M: R 70-80%; Y1 – Y5 70-80%  Y6 55-65%  Children working at age related in R, W & M: R 70-80%; Y1 – Y5 70-80%  Y6 55-65%  Presentation to governors on what has been done for these pupils and its impact | What are the standards of attainment in year groups and classes?  What are the gaps between Disadvantaged and non-Disadvantaged pupils?  How is Pupil Premium money being spent  What vulnerable groups are there?  What actions are being taken  How are TAs being used to support the plan  What progress is being made to meet the plan  What impact is the SENCO having on attainment, progress and L & T?  How relevant is the plan to the above?  What is being done to stretch these pupils?  What support is given to class teachers to help them identify and stretch such pupils?  How do these pupils compare with national standards? | T4 & T6  T3  T6  T3 & T5  T2, T4 & T6  T3  T6 | LGB meeting  Visit Chris L  Review by Resources Committee  Q & S committee  SEND governor  SEND governor  Q & S committee  LGB meeting |
| **3b(i)** Whole curriculum inspires all pupils  **3b(ii)** Whole curriculum inspires all pupils  **3b(iii)** Whole curriculum inspires all pupils  **3b(iv)** Whole curriculum inspires all pupils  **3b(v)a** Whole curriculum inspires all pupils – writing  **3b(v)b** Whole curriculum inspires all pupils - writing | Governors receive subject reports  Governors attend open afternoons and see work at end of theme weeks  Governors scrutinise curriculum maps  Governors interview knowledgeable subject co-ordinators  Governors understand principles of Talk4Writing  Writing results analysed for consistent teaching and evidence that gap between boys and girls is closing | Higher level of cohesion with curriculum teams.  Higher level of knowledge with curriculum leaders  Displays show quality work that is above standard in books  Curriculum map is evident and allows for progression.  Pupils and parents understand and support new curriculum  Enhanced curriculum is meeting national curriculum requirements  Presentation to governors of the basic principles of Talk4Writing  Progress and attainment data shows improvement in excess of normal requirements  Progress and attainment data shows consistent improvement across all year groups and gap between boys and girls narrowing | What role have co-ordinators played in theme weeks?  How are subject teams working together to delivery broader curriculum?  Is there consistency among teams?  What impact has this on outcomes?  How does writing in theme weeks compare with other times?  Is the curriculum fit for purpose?  What impact does the curriculum have on outcomes?  Are pupils and parents supportive of the new curriculum?  Is the new curriculum compliant, easy to understand and read on the web site?  Q&S to invite subject coordinators on rolling basis for core subjects:  Reading  Maths  Other subjects selected and to be addresses through visits are:  1. PE  2. Science  3. Humanities  How is the school addressing the problem of writing?  What is the impact of Talk4Writing?  Are all groups of pupils making satisfactory progress?  How is consistency of teaching monitored?  What support is given to teachers new to Talk4Writing?  How does Talk4Writing help boys improve? | Termly  T2, T4 & T6  Termly  Rolling basis  T3  T5    T3  T4  T4  T4    T2  T3  T5 | Q & S Committee  LGB meeting  Parent governor  See parent survey  All governors to review school website  Q & S meeting  Visits  Hank  Chris W  Staff Governor  LGB meeting  LGB meeting  Visit - chair of Gov.  Visit - chair of Gov. |