

**THE MILLPRIMARY ACADEMY**

Governor Action Plan 2017-18

Issues:

1. Improve teaching and learning - core subjects and the wider curriculum
2. Improve pupils’ personal development and welfare – including attendance issues
3. Improve leadership - impact on disadvantaged groups
4. Improve knowledge and use of data sources, and enhance governors’ profile with parents

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

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| **Activity** | **Governor Action(s)** | **Outcome by Term 6** | **Content or Key questions** | **By when?** | **By whom?** |
| **1a** Recruitment of new Head Teacher | Governors support recruitment of new Head Teacher | New Head Teacher in place and ensuring that the school continues to progress | Actively involved in whole of interview process |  T1 | Chair & Vice-chair |
| **1b** Quality of Teaching | Ensure that targets for quality of teaching are being met | Quality of teaching is at least:Outstanding – 25%Good – 75%RI – 0% | Is the standard of teaching from 2016/17 being maintained?How are NQTs progressing?How are new staff and existing NQT+1 staff performing?How are any performance issues addressed? |  T2 & T4 T6 | Q & S CommitteeLGB meeting |
| **1c** Pupils’ attainment and progress | Governors monitor all pupils’ attainment and progress | Children working at age related in R, W & M combined: R 70% - GLDY1 – Y5 70%Y6 - 67%Progress achieved:Year 1 5 – 5.3 stepsYear 2 – 6 6 – 6.3 steps | What percentage of children in each year group are working at or above ARE?What are the school doing to address year groups or classes where achievement is below target?What is the level of progress in each year group?What actions are being taken to increase the rate of progress? | T2, T4 & T6 T3 & T5 | Q & S CommitteeLGB meeting |
| **1d(i)** Curriculum - Maths | Review implementation of Maths Mastery  | Consistency in delivery by all teachers is evident and children’s progress is seen  | How are you ensuring that all teachers deliver the scheme in the same way?What evidence is there of accelerated progress?Is the scheme delivering value for money? |  T4 T4 | Visit DavidQ & S Committee |
| **1d(ii)** Curriculum - Writing | Review impact of Talk4Writing in addressing this issue across the school  | Pupil progress in Writing is at least in line with National figures and the gap between School and National achievement levels has been reduced  | What is being done to increase the impact of the scheme on pupils’ writingHow is the school performing against national standards for achievement and progress in writing?What impact is the scheme having on improving boys’ writing? |  T4  T5 & T6 | Q & S CommitteeLGB meeting |
| **1e(i)** Broadening the Curriculum – new PSHE curriculum | Presentation on new PSHE curriculum | New curriculum is well embedded and being delivered consistently by all staff | What are the aims of the new curriculum?What are the government requirements for the syllabus?What training has/will be provided to staff to deliver the syllabus?How will you ensure consistency of delivery? |  T2  | Q & S Committee |
| **1e(ii)** Broadening the curriculum – new PSHE curriculum | Review implementation of new PSHE curriculum | New curriculum is well embedded and pupils showing good attitudes and learning | What evidence from books shows delivery of the curriculum?What evidence is there to show consistency of delivery?How do you evaluate what children have learnt? |  T5 | Visit – Chris W |
| **1e(iii)** Broadening the Curriculum – other subjects | Governors aware of the non-core subjects being taught and how they are delivered | Wider curriculum is fully established and has been accepted as meeting government requirements by TKAT  | How are non-core subjects being delivered?What training is/has been provided to staff to deliver them?How do you evaluate what children have learnt?What are the school’s plans for an IT suite?Governor visits to look at: Geography week Eco & Science week  |  T5 T4  T4 T6 | LGB meetingResources CommitteeAndyMandi |
| **1f** Outside School Hours learning | Governors are aware of the usage of breakfast and after school clubs | Breakfast and after school clubs are well used and financially self-supporting | How many children attend breakfast club?What are the figures for income and expenditure of the breakfast club?What after school clubs are being run and what is their usage?  |  T4 | Resources Committee |

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| **Issue 2** – Pupil Voice & Personal Development and Welfare |

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| **Activity** | **Governor Action(s)** | **Outcome by Term 6** | **Content or Key questions** | **By when?** | **By whom?** |
| **2a(i)** Pupil Voice | Monitor extension of role of school council and Room 13 committees | Pupils taking more responsibility in the running of both committees and being more proactive | Visit to meet with school council committee members How has their role changed?Governor champion to meet with representatives of both committees to discuss what they have achieved this year |  T1 T5 | Visit – ChairVisit - Tracy |
| **2a(ii)** Pupil Voice | Review impact of Junior Leadership Team (JLT) and Play Leaders | Both teams showing evidence of taking on responsibility and representing pupils | Meet members of JLT and Play LeadersWhat have JLT members achieved this year?What impact have Play Leaders had on playground behaviour? |  T5 | Visit - Tracy |
| **2a(iii)** Pupil Voice | Review impact of Young Interpreters | Young Interpreters actively supporting new pupils and helping with parent visits to the school | Visit to meet with group of Young InterpretersHow are young people trained for their role?How are Young Interpreters supporting EAL children?What other tasks have Young Interpreters taken on? |  T5 | Visit - Tracy |
| **2b** Forest School | Governors review introduction of Forest School scheme | All Year 5 children have completed a term | What evidence is there of children developing new skills?What has been the wider impact on pupils?What has been the experience of this new scheme? |  T5  T6 | Visit - MandiLGB |
| **2c(i)** Pupil Attendance | Presentation to Governors on pupils’ attendance  | Overall school attendance is at least 96% | What is the current level of attendance?How does this compare with National figures?What percentage of children are classified as persistent absentees?What is being done to improve attendance levels? |  T3 | LGB |
| **2c(ii)** Pupil Attendance | Governors monitor pupils’ attendance | Overall school attendance is at least 96% | What is the impact of the school’s plan to improve attendance levels?What impact is the school action plan having on the level of persistent absence? |  T4 & T6 T5 | Q & S CommitteeLGB |
| **2d (i)** PupilBehaviour | Governors attend launch of new behaviour policy as part of T3 Inset Day | Consistent approach to be used by all staff | What are the reasons for the new policy?How will the policy be promoted to children and parents?How will leadership ensure that the policy is applied consistently across the school? |  T3 T6 | GovernorsQ & S Committee |
| **2d(ii)** Pupil Behaviour | Governors monitor impact pf new behaviour policy | Behaviour is consistently good at all times, both inside and outside the classroom | What change is seen in the number of incidents logged at break and lunchtime?How is consistency of implementation being monitored? |  T4 & T6 | Q & S Committee |

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| **Issue 3** – Leadership Development - Disadvantaged Groups |

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| **Activity** | **Governor Action(s)** | **Outcome by Term 6** | **Key questions** | **By when?** | **By whom?** |
| **3a** Enrich learning of all groups of pupils – Pupil Premium | Governors monitor progress of disadvantaged pupils | Children working at age related in R, W & M combined: R 70% - GLDY1 – Y5 70%Y6 - 67% | What are the standards of attainment in year groups?What are the gaps between Disadvantaged and non-Disadvantaged pupils?How is Pupil Premium money being spent |  T3 & T6 T3  T4 | LGB meetingVisit PP governorResources Committee |
| **3b** Enrich learning of all groups of pupils - SEND | Governors monitor SEND action plan  | Children working at age related in R, W & M combined: R 70% - GLDY1 – Y5 70%Y6 - 67% | What progress is being made to meet the planWhat impact is the SENCO having on attainment, progress and L & T?How relevant is the plan to the above? |  T4 & T6  T2 + T3/T4  | Q & S CommitteeVisit SEND governor |
| **3c** Enrich learning of all groups of pupils – G & T | Governors monitor progress of G & T pupils | Children working at age related in R, W & M combined: R 70% - GLDY1 – Y5 70%Y6 - 67% | What is being done to stretch these pupils?What support is given to class teachers to help them identify and stretch such pupils?RAG rated report provided to Q & S to show if pupils still on track or notWhat is being done for pupils not maintaining previous level?  |  T4 | Q & S committee |
| **3d** Enrich learning of all groups of pupils - EAL | Governors monitor progress of EAL pupils | Children working at age related in R, W & M combined: R 70% - GLDY1 – Y5 70%Y6 - 67% | What level of achievement do EAL children have compared to non-EAL?What initial and on-going support is provided to EAL children?What level of progress have EAL children made compared to non-EAL? |  T2   T4 & T6 | Q & S committeeQ & S committee |

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|  **Issue 4** – **Governor** Knowledge and use of Data Sources |

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| **Activity** | **Governor Action(s)** | **Outcome by Term 6** | **Key questions** | **By when?** | **By whom?** |
| **4a** 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? |  T2 | LGB meeting |
| **4b** 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? |  T4 | Q & S Committee  |
|  **4c** Governor Training on data sources | Governors are trained to interpret different data source documents | Governors effectively use different data sources to monitor school performance | What data sources are available?How do you use the data from different sources to challenge the school leadership? |  T3  | LGB meeting |
| **4d** Governors known by parents | Governors enhance profile with parents  | Governors present at school events attended by parentsPhotographs and names of all governors on wall in Reception | At least one least one governor present at parent/teacher consultationsAt least one governor present at Christmas and Summer fairsPhotographs of all governors taken at T5 LGB meeting |  T1 & T3 T2 & T6 T5 | GovernorsGovernorsGovernors |