



THE MILLPRIMARY ACADEMY

Governor Action Plan 2021-22

Aims:

The Mill is a good school on a journey towards outstanding. The Mill's leadership's strategy for 2021-22 is to focus on three key aims:

1. Ensure all National Curriculum subjects are planned, delivered and embedded highly effectively.
2. Monitor the effectiveness of the approaches used to enable disadvantaged and vulnerable children to be successful.
3. Support leadership to ensure full coverage of the wider curriculum through monitoring knowledge organisers

Issue 1 - Curriculum

Activity	Governor Action(s)	Outcome by Term 6	Content or Key questions	By when?	By whom?
1. National Curriculum subjects are planned, delivered and embedded highly effectively.	Review new curriculums to ensure they comply with the National Curriculum requirements.	All subjects meet National Curriculum requirements.	Presentation on the following subjects; Geography and History P.E Computing	T2 T2 T2	Governor Visit Day
	Review implementation of new subjects	Satisfactory progress made in all subjects towards full implementation.	Governors meet with subject leads to see how the role out of new subjects is progressing How are you ensuring consistency of delivery of the subject by all teachers? How are you monitoring the progress of the children at all levels? How do you ensure that children build on knowledge acquired in the previous year's lesson when they move up a year group?	T6	Governor Visit Day

Issue 2 - Inclusivity

Activity	Governor Action(s)	Outcome by Term 6	Key questions	By when?	By whom?
2(a) Implementation of the ACE programme	Governors monitor the implementation of the programme and its impact on the children involved.	All ACE tutors trained to deliver the ACE programme and the programme has been fully rolled out. The Ace programme is having a clear impact on the progress of disadvantaged children	Who will act as ACE Tutors? What training have/will they receive? What is the time scale for the roll out of the programme? Presentation to governors on progress	T1 & T3	LGB meeting
			What are the standards of attainment in year groups? What are the gaps between Disadvantaged and non-Disadvantaged pupils? How is catch up funding being spent ? How far are the gaps closing in each year group?	T5	LGB meeting
				T3 & T6	LGB meeting
2(b) The school ensures effective provision for all on the SEND register including those with EHCPs.	Governors monitor the SEND action plan.	Pupils making at least the same amount of progress as non-SEND children	What are the key elements of the action plan? What impact is the SENCO having on attainment, progress and L & T? How relevant is the plan to the above? Changes tracked with SEND and PP crossover. What progress is being made to meet the plan	T3	LGB meeting
				T6	SEND governor

<p>2(c) The school promotes inclusivity in all aspects of school life, including assemblies, the curriculum and interventions</p>	<p>Governors monitor actions and their impact on children from all backgrounds</p>		<p>Governors questions subject leads to ascertain what investigation they did prior to choosing a specific syllabus to ensure it met inclusivity guidelines</p> <p>Presentation on Equality, Diversity and Inclusion</p> <p>Governors question children from a diverse range of background to ascertain their views on the impact of inclusion measures</p>	<p>T2 & T6</p> <p>T4</p> <p>T6</p>	<p>Governor Visit Day</p> <p>Q & S committee</p> <p>Governor Visit Day</p>
<p>2.(d) The school offer includes effective provision and support for the social education and mental health (beyond RSE) for children and families including explicit online safety education and emotional literacy support.</p>	<p>Governors gain an understanding of the RSE curriculum and monitor its role out.</p> <p>Governors monitor provision of emotional support to children</p> <p>Governors monitor how the school teaches children to be safe online</p>	<p>The new RSE curriculum has been satisfactorily rolled out.</p> <p>There is a high level of support provided and good evidence of its effectiveness</p> <p>All children have received age appropriate training on how to be safe online</p>	<p>Presentation to governors by RSE lead on new curriculum.</p> <p>How well has the new RSE curriculum been implemented?</p> <p>How many children are receiving some form of mental or emotional support? How effective is this and how do you measure the effectiveness? What support has been given to families?</p> <p>How many children have received explicit online safety education? How is this differentiated for different year groups and SEND children? How do you assess the effectiveness of such training?</p>	<p>T2</p> <p>T6</p> <p>T3 & T6</p> <p>T5</p>	<p>Governor Visit Day</p> <p>Governor Visit Day</p> <p>LGB meeting</p> <p>LGB meeting</p>

			Safeguarding governor meets with FLO to monitor progress	T2 & T6	Safeguarding Governor
2(e) The school effectively challenges under-attendance The school takes appropriate actions to ensure that inclusivity underpins all activities within the school	Governors monitor pupils' attendance through regular updates from school leadership. Governors monitor the actions to ensure the school is meeting TKAT requirements	General attendance levels are in line with the National average. Clear evidence that the school is taking appropriate actions wherever practical.	How has Covid 19 impacted on the level of attendance? What is the school's plan to improve attendance levels? What impact is the school action plan having on the level of persistent absence?	T3 T3 T4 T5 & T6	LGB meeting LGB meeting Q&S committee LGB meeting

Activity	Governor Action(s)	Outcome by Term 6	Content or Key questions	By when?	By whom?
<p>Monitoring to ensure that every subject leader has the core knowledge mapped out across all year groups for their subject.</p> <p>Every pupil has the opportunity to access every subject in the school curriculum.</p> <p>Monitoring outcomes:</p>	<p>Governors meet with subject leads and pupils to explore how clear subject intent is, how the subject is being implemented effectively and what the improved outcomes are for pupils (impact)</p>	<p>Subject leads well and is able to explain why they have organised the core knowledge as they have.</p> <p>Pupils able to tell governors about the core knowledge they have learnt</p>	<p>How do you ensure knowledge progression is built year on year?</p> <p>Why is your subject organised this way? (look for discernment in the leads reasoning, we did it this way because...)</p>	<p>T6</p> <p>T6</p>	<p>Governor Visit day</p> <p>Governor Visit Day</p>
	<p>Governors sample pupil voice to triangulate</p>	<p>Clear evidence that all these are in place and consideration of all learners' backgrounds has taken place</p>	<p>Governors check out the considerations made by leads here.</p>	<p>T6</p>	<p>Governor Visit Day</p>
	<p>Governors monitor progress of children towards</p>	<p>Year groups meet ARE target for combined totals</p>	<p>What are the combined figures for each year group?</p>	<p>T3, T5 & T6</p>	<p>LGB meeting</p>

For Reading, Writing and Maths	achievement of targets		What impact are interventions having (how is support given to children adversely by Covid 19?)		
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Monitor how the school promotes inclusivity in all aspects of school life, including assemblies, the curriculum and interventions	Governors challenge SLT about the reasons behind the choice of a particular syllabus for subjects in the new curriculum	Governors are confident that any decision made on curriculum development benefits all pupils, regardless of background.	<p>Science Curriculum Music Modern Foreign Language RSE PE Art Humanities Computing Assemblies</p> <p>What research was done in advance of choosing the syllabus? Did you have any data to support your decision? How did you assess the impact on pupils from different cultural backgrounds? How will the syllabus benefit all? How will the syllabus be delivered to ensure this happens? Have any teachers had experience of this or a similar syllabus to support the view?</p>	T5 & T6 T6 T4	LGB meeting Governor Visit Day Q&S committee
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			What monitoring system is in place to enable you to assess whether any group of children are struggling with the syllabus?		
	Governors challenge SLT over the choice of particular action plans and interventions	Governors are confident that any decisions made on action plans and intervention benefit all pupils, regardless of background	<p>What plan has been made to use the government “catch up” funding?</p> <p>What work has been done to identify children needing support from this funding?</p> <p>How do you decide the appropriate type and level of support for each child?</p> <p>How regularly do you review the success of these action plans?</p> <p>What evidence do you use to identify progress?</p> <p>If an intervention is “successful” for a child, what monitoring system exists to ensure they maintain their progress</p>	T4 & T6 T5 & T6	Q&S committee LGB meeting