

# Governor Action Plan (GAP) – Key Priorities Sept 2022 – July 2023

*Friendship · Respect · Curiosity · Community*

Exploring possibilities together

*With God all things are possible Mark 19:26*

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 school with a distinctive Christian vision established and promoted by leadership at all levels enabling all to flourish.

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 Governors' 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.

## Key Priority 1

To foster a stable governing body, committed, well trained and competent in governorship, with clear succession planning for leadership roles.

### Success Criteria

The governing body remains stable in its membership for 2 years.

The governing body can evidence that members have attended training courses in all relevant areas.

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 identify areas of weakness and provide training opportunities as appropriate, alongside encouraging applications from candidates with expertise in governorship, leadership and financial skills.

To ensure governors maintain an accurate training record.

To build up experience and competency across the Governing Body.

Plan for succession, particularly regarding positions of Chair and Vice-Chair.

## Key Priority 2

A renewed focus on increasing the impact of the Governor's role in monitoring and aiding improvement within the school.

Linked to School Development Plan Priority 1: Leadership and Management: To extend subject leader development and understanding of their role.

*To improve the consistency of subject leadership across the school so it is always good or better.*

Linked to School Development Plan Priority 2: Quality of Education: To raise standards in Writing Outcomes across the school/To improve attainment in spelling, punctuation and grammar.

### Success Criteria

The governing body is trained in understanding internal and external school data.

The governing body is aware of and understands the narrative behind the data and ensures the narrative is shared at FGB by the wider SLT.

The governing body are visible in their link activities, school events and church services.

### ACTIONS

All new governors to be trained in effective monitoring and evaluation – access training via Salisbury Diocese PSA and the NGA.

Ensure that governor cycle monitoring happens and governors nurture relationships with link staff members.

Governors to feedback to the FGB on their monitoring activities.

Governors use the set of challenging questions provided in order to challenge the HT and receive the correct information.

## Key Priority 3

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

Linked to School Development Plan Priority 1: Leadership and Management: To embed the school's new vision and values.

### Success Criteria

Governors contribute to and share in the renewed vision and values.

Foundation governors revive the Distinctiveness committee and report to the FGB on their activities.

There is an active and ongoing SIAMS plan to monitor and drive forward Christian distinctiveness within the school.

Governors are known and respected in the wider school community, by their presence at school events and Church services.

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.

Foundation Governors 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?

## ACTIONS

Governors contribute to embedding the new vision and values, influenced by the school's unique culture and firmly underpinned with robust theology. Distinctiveness group is re-introduced to drive forward renewed vision and values and contributes to the implementation of the SIAMS action plan to address areas of weakness.

Collective Worship is regularly attended by governors with written appraisal of its effectiveness.

Links to Church and community are strengthened with governors acting as advocates of the school – continued focus on recruiting Foundation governors.

Governors to host staff "thank you" celebration at the end of each term.

Governors to be proactive in introducing themselves and making themselves known.

## Key Priority 4

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

## Success Criteria

The school has a robust financial plan which addresses predicted future deficit budget.

Pupil numbers increase sufficiently to ensure a sustainable financial position.

Staff are deployed flexibly to respond to fluctuating pupil numbers.

School improvement and financial security are embedded in the academisation process.

## ACTIONS

Governors continue to question and monitor monthly outturns and forward budgets.

Encourage staff succession planning and capacity building.

The governors drive forward academisation and the benefits this can bring for school improvement and financial security and share these benefits with the wider school community.

Raise the profile of the school in the local and wider community to encourage increased admission applications and celebrate school and pupil successes e.g., open days/community engagement/articles in the Hill, New Blackmore Vale Magazine and Community.com. and use of carefully selected social media.