

## Governor Action Plan (GAP) – Key Priorities Sept 2019 – July 2020

**Be the best you can be** - Every voice heard, every day a new chance, everyone exploring opportunities

*I can do all things through God who strengthens me.*

*Philippians 4: 13*

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 Governor's 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 2019.

### 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 shows that members have attended training courses in all relevant areas including safeguarding and Prevent.
- 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 ensure governors attend training through the year, especially safeguarding.

To build up experience and competency across the Governing Body.

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

Renewed effort to fill governor vacancies, targeting those with experience of governorship, leadership and financial skills and experience.

## Key priority 2

To increase 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: Assessment and Monitoring Plan
- ❖ Linked to School Development Plan Priority 2: Quality of Education: Raise standards in phonics outcomes in Year 1/Raise standards in maths outcomes in KS2.

### 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 governors to be trained in effective monitoring and evaluation.

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

Encourage governors to feedback to the FGB on their monitoring activities.

Ensuring the narrative of the data does not get lost during a time of renewed emphasis on raising standards in phonics at KS1 and maths at KS2.

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 4: SIAMS

### Success Criteria

- Governors share in the renewed ethos and vision statement.
- Foundation governors attend 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.
- 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, along with all stakeholders, to the creation of a new vision and ethos statement, influenced by the school's unique culture and firmly underpinned with robust theology.

Distinctiveness group reflects on SIAMS inspection report and develops an 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.

Governors to host staff "thank you" party 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 comes out of deficit and moves into a strong, stable financial position.
- Governors are aware and are planning for a PAN of 25 and the implications this has for the building and staffing.

#### ACTIONS

The FGB to make plans to accommodate a PAN of 25.

The building is made fit for purpose for potentially 7 classes.

Encourage staff succession planning and capacity building.