



St Margaret's Church of England Primary School

Governor Monitoring Plan

2017 - 2018



GOVERNOR MONITORING 2017-18

Governor Action Plan – Overseeing School Development

School Development	Governor Actions	Outcomes Required	Governor(s) involved and Timescale
Priority 1: <u>Pupil Progress, Standards and Attainment</u>			
<p>Standards in and rates of progress in Maths rise as a result of improvement actions taken.</p>	<ul style="list-style-type: none"> -Liaise termly with Co-ordinators and SLT regarding progress towards development -Carry out termly learning walks to observe learning in progress and to ask children about their learning and attitudes towards Mastery Maths. -Discuss with teachers about their development and training during co-ordinator visits -Look at children’s books together with Co-ordinators to observe standards and progress 	<ul style="list-style-type: none"> -be aware of steps taken by the school towards meeting this objective. -understand what Mastery Maths is and what it looks like throughout school. -have evidence that the school is successfully meeting the development needs of its teaching staff. -Be able to effectively evaluate the impact of changes made to the teaching and learning of mathematics within school. 	<p>Governor with responsibility for Mathematics (Julieann Sludden) - termly Co-ordinator visit</p> <p>Report termly to Full Governing Body</p>
<p>Standards in and rates of progress in Writing rise as a result of improvement actions taken.</p>	<ul style="list-style-type: none"> -Liaise termly with Co-ordinators and SLT regarding progress towards development -Carry out termly learning walks to observe learning in progress and to ask children about their learning and attitudes towards Writing. -Discuss with teachers about their development and training during co-ordinator visits 	<ul style="list-style-type: none"> -be aware of steps taken by the school towards meeting this objective. -understand how Writing is taught throughout the school. -Be able to effectively evaluate the impact of teaching on the progress made by all learners. 	<p>Governor with responsibility for Literacy (Liz Mulholland) - termly Co-ordinator visit</p> <p>Report termly to Full Governing Body</p>

	-Look at children's books together with Co-ordinators to observe standards and progress	-have evidence that the school is successfully meeting the development needs of its teaching staff.	
Standards in and rates of progress in boys' Reading rise as a result of improvement actions taken.	-Liaise termly with Co-ordinators and SLT regarding progress towards development -Observe guided reading sessions throughout the school to observe learning in progress and to ask children about their learning and attitudes towards Reading. -Discuss with teachers about their development and training during co-ordinator visits - Monitor reading records together with Co-ordinators to observe standards and progress	-be aware of steps taken by the school towards meeting this objective. -understand how Reading is taught throughout the school. -Be able to effectively evaluate the impact of teaching on the progress made by all learners. -have evidence that the school is successfully meeting the development needs of its teaching staff.	Governor with responsibility for Literacy (Liz Mulholland) - termly Co-ordinator visit Report termly to Full Governing Body
Maintain the improvement achieved in progress outcomes in 2016-17 at the end of EYFS, Year One, KS1 and KS2.	-Analyse all assessment data provided in Headteacher Report and challenge where progress measures fall short of targets. - Liaise with SEND Co and SLT regarding targeted interventions and their impact on progress -Liaise with Pupil Premium Co-ordinator regarding allocation of PP funding to target any gaps in progress.	-be aware of strengths and areas for development in school data. - be aware of targeted intervention in place to address any gaps in progress measures -know the progress of all pupil groups throughout the school -understand how school assessment data compares to other local and national data.	All Governors at termly Full Governing Body Meetings Governor with responsibility for SEND (Mike Parker) – bi-annual Co-ordinator visit (November/ June) Governor with responsibility for Pupil Premium (Dr Kiran?)- bi-annual Co-ordinator visit

	-On going monitoring of performance management through Head Teacher Report		All Governors at termly Full Governing Body Meetings
Priority 2: Leadership and Management			
School Development	Governor Actions	Outcomes Required	Governor(s) involved and Timescale
To have an effective teacher training programme in place, ready to start in September 2018 with a full complement of students.	-Liaise with HT and ABa regarding progress	-be clear about school progress towards meeting target	Chair (Sophie Cole) at weekly meeting Report termly to Full Governing Body
To be successful in Teaching Schools application.			
For all staff to be reflective practitioners.	-Liaise with HT regarding progress -Speak to staff on Co-ordinator monitoring visits regarding support and training -Analyse all assessment data provided in Headteacher Report and challenge where progress measures fall short of targets.	-understand what is meant by 'Coaching Triads' and how and why it is being implemented in school --be aware of strengths and areas for development in school data.	Chair (Sophie Cole) at weekly meeting All Governors with specific subject related responsibilities- during monitoring visits Report termly to Full Governing Body
To successfully introduce a Tea Club.	-support at interviews for Tea Club staff -support with agreement on costings and financial contracts for parents -Liaise with HT regarding progress towards implementation -challenge HT regarding costings and revenue generated -Monitor provision and challenge where necessary	-Tea Club to be run by appropriate and competent staff -Governors to be fully aware of financial implications of the Tea Club -Governors to be involved in the implementation and future direction of the Tea Club	Chair (Sophie Cole) Finance Committee at half termly meetings All Governors at termly Full Governing Body Meetings

Priority Area 3: Teaching, Learning and Assessment

School Development	Governor Actions	Outcomes Required	Governor(s) involved and Timescale
<p>All staff to have a secure understanding of Mastery Maths and to have begun to implement this approach in their Maths practice.</p>	<ul style="list-style-type: none"> -Liaise termly with Co-ordinators and SLT regarding progress towards development -Carry out termly learning walks to observe teaching in progress and to ask teachers about their understanding and attitudes towards Mastery Maths. -Discuss with teachers about their development and training during co-ordinator visits -Look at children’s books together with Co-ordinators to observe standards and progress 	<ul style="list-style-type: none"> -be aware of steps taken by the school towards meeting this objective. -understand what Mastery Maths is and what it looks like throughout school. -have evidence that the school is successfully meeting the development needs of its teaching staff. -Be able to effectively evaluate the impact of changes made to the teaching and learning of mathematics within school. 	<p>Governor with responsibility for Mathematics (Julieann Sludden) - termly Co-ordinator visit</p> <p>Report termly to Full Governing Body</p>
<p>All staff to have a secure understanding of what constitutes outstanding teaching and learning in English.</p>	<ul style="list-style-type: none"> -Liaise termly with Co-ordinators and SLT regarding progress towards development -Carry out termly learning walks to observe teaching and to ask staff about their understanding and attitudes towards the teaching of English. -Discuss with teachers about their development and training during co-ordinator visits -Look at children’s books together with Co-ordinators to observe standards and progress 	<ul style="list-style-type: none"> -be aware of steps taken by the school towards meeting this objective. -understand how English is taught throughout the school. -Be able to effectively evaluate the impact of teaching on the progress made by all learners. -have evidence that the school is successfully meeting the development needs of its teaching staff. 	<p>Governor with responsibility for Literacy (Liz Mulholland) - termly Co-ordinator visit</p> <p>Report termly to Full Governing Body</p>

<p>All Foundation Subjects to be effectively promoted and taught throughout the school.</p>	<ul style="list-style-type: none"> -challenge HT regarding co-ordinator budgets at Finance Meeting -meet with teachers in allocated 'Faculty Hub'. - Observe evidence of promotion of Foundation Subjects around the school during learning walks -Discuss with teachers about their development and training during co-ordinator visits -Look at children's books together with Co-ordinators to observe standards and progress 	<ul style="list-style-type: none"> -know how much budget has been allocated to each subject and the reasoning behind this. - have a deeper understanding of how Foundation subjects are delivered and promoted within school. -Be able to effectively evaluate the impact of teaching on the progress made by all learners. -have evidence that the school is successfully meeting the development needs of its teaching staff. 	<p>Finance Committee at the meeting prior to budget setting</p> <p>Governor with responsibility for 'Faculty Hub'- to be decided at October meeting- report termly to Full Governing Body</p>
<p>4. PERSONAL DEVELOPMENT AND WELFARE</p>			
<p>School Development</p>	<p>Governor Actions</p>	<p>Outcomes Required</p>	<p>Governor(s) involved and Timescale</p>
<p>The SRE Policy and guidelines to be updated in the light of recent legislation and for it to be firmly embedded into PSHE curriculum.</p>	<ul style="list-style-type: none"> -Understand the DFE requirements for SRE -Approve the revised SRE Policy and guidelines - monitor SRE provision by visiting lessons and looking at Science and PSHE books together with co-ordinators -survey children, parents and staff to monitor attitudes and understanding about SRE 	<ul style="list-style-type: none"> -know DFE requirements regarding SRE -know how and when SRE is delivered within school -understand the attitudes of the school community towards SRE 	<p>HT to report to School's Achievement and Curriculum Committee at bi-annual meeting</p> <p>Governor with responsibility for Science (Sashi Kiran) and Governor with responsibility for PSHE (Sue Lyons) to monitor in the Summer Term and report back to the Full Governing Body in June</p> <p>All Governors to challenge HT regarding attitudes towards SRE following annual parental survey.</p>
<p>To plan and successfully deliver an Inter Faith Week.</p>	<ul style="list-style-type: none"> - liaise with Miss Heightley about plans for Inter Faith Week -attend and support at Inter Faith Week - monitor floor books for evidence of Inter Faith Week 	<ul style="list-style-type: none"> -be aware of plans for Inter Faith Week and ensure that they reflect the diversity of our school community - be familiar with floor books 	<p>Governor with responsibility for PSHE (Sue Lyons) prior to Inter Faith Week event and during the event in the Spring Term- report to Full Governing Body meeting at Spring Term meeting</p>

	- report to governors about Inter Faith Week	-have evidence that Inter Faith week was successfully implemented and offer constructive advice for future events of this nature	
School will continue to be a safe place with excellent behaviour throughout.	-Liaise with ABa regarding changes to the KS2 'Values Cards' -Review and approve the School Behaviour Policy and guidelines -monitor behaviour throughout the school during learning walks and report to Full Governing Body -continue to monitor and challenge HT on safeguarding	-understand any changes made to Values Cards - be familiar and in agreement with School's Behaviour Policy and guidelines -have evidence that behaviour management and safeguarding is effective throughout the school	Foundation Governors at Autumn Term meeting- report to Full Governing Body Wellbeing and Community Committee at Autumn Term Meeting All Governors involved in learning walks All Governors at Full Governing Body Meetings

5. BUILDINGS AND PREMISES

To improve accessibility of junior building	-liaise with HT regarding the planning and installation of the lift -review works and report to HT and Governors on any arising issues -speak to children and staff who use the lift to measure impact -monitor Accessibility Plan to ensure it reflects the building alterations	-approve and monitor plans for the installation of the lift -be certain that correct procedures and regulations have been followed during the building works -be happy that the works have been carried out to an acceptable standard -understand the impact of the new lift on the school community -know that the school's Accessibility Plan is up to date.	Finance and Premises Committee- Summer Term 17 and Autumn Term 17 meetings Governor with responsibility for Health and Safety (Mark Berriman) – report to Full Governing Body
To create a dedicated space for the Tea Club	-be aware of different options explored and related costings -support with agreement on costings and financial contracts for parents -Liaise with HT regarding progress towards implementation	-be up to date on revenue created from Tea Club and available funds for new build - know about other potential funding streams for new build	Finance and Premises Committee at half termly meetings Report to Full Governing Body

	-challenge HT regarding costings and revenue generated -Monitor progress and challenge where necessary -Ensure best value protocols are applied	-be involved in process of feasibility and decisions relating to new build -new room for Tea Club constructed	
To have an efficient and functioning heating system at KS1	-Ensure best value protocols are applied -be aware of different options and related costings -monitor progress and challenge where necessary	- be aware of variety of options for solving the problem of heating at KS1 -ensure guidelines and protocols are followed -new heating system in place	Finance and Premises Committee at half termly meetings Report to Full Governing Body

7. ON-GOING DEVELOPMENTS

Ongoing Developments - High standards; continuous review; enriched curriculum Assessment, Marking and Feedback, Complaints Behaviour Management ,Health and Safety Worship Art Design and Technology English RE Computing Teachers Pay and Conditions, Safeguarding Pupil Premium Strategy	Discussions with Subject Leader: either as part of annual review; or at the time of their three yearly curriculum reviews and update of school policy and practice.	-Governor with responsibility for this area to be fully aware of current policy and practice and able to take the lead when it is discussed within the appropriate subcommittee:	
	Subject Leader:		
	Mrs Tait	“	A&C Committee (December 2017)
	Mr Alan Baker	“	Mr M Berriman (December 2017)
	Mr Alan Baker	“	Foundation Gobs (March 2018)
	Mrs Hunter	“	Mrs S Cole (February 2018)
	Mrs White	“	Mrs S Cole (February 2018)
	Mrs Frew	“	Mrs E Mulholland (December 2017)
	Miss Heightley	“	J Hughes (June 2018)
	Mr Baker	“	Mr M Berriman (June 2018)
	Mrs H Tait	“	Pay Review Committee (October 2017)
	Mrs H Tait	“	Mrs S Cole (November 2016)
	Mr Baker	“	School Committee (December 2016)

ICT E- safety Review Panel	Mr Baker	- Panel consisting of Head, Governor and ICT Coordinator (A. Baker) to monitor the effectiveness of E safety and ICT standards.	Mr Mark Berriman & Mrs Sophie Cole. (Spring 2018)
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