



Cobham Primary School
 Caring, Proud, Successful
 Governor Action Plan
 2018-2019



Effectiveness of Leadership, Management & Governance

Leadership & Governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations. Relationships between staff and pupils are exemplary.

Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged.

The school's actions have secured substantial improvement in progress for disadvantaged pupils.

Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including Pupil premium and SEN funding secures excellent outcomes for all.

Leaders and Governors have a deep and accurate understanding of the school's effectiveness informed by pupils, parents and staff.

Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.

Staff reflect and debate the way they teach. They feel deeply involved in their own professional development.

Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils.

The broad and balanced curriculum inspires pupils to learn. Pupil's Spiritual, Moral, Social and Cultural development and within this, the promotion of British Fundamental Values, are at the heart of the school's work.

Leaders promote equality of opportunity and diversity exceptionally well. Safeguarding is effective and a culture of vigilance is actively promoted. Leaders' work to protect pupils from radicalisation and extremism.

The aim for the leaders and governors is to have a **driven, highly- motivated, experienced** team who can all **champion** their own individual areas of responsibility and interest. This **vision and ethos** will undoubtedly have a **positive impact** on the teaching and learning for all children and undoubtedly a **caring, proud and successful** school.

Target	Actions & Target Date	Lead person/s	Success Criteria/Impact	Evaluation
<p style="text-align: center;"><u>Key Priority One</u> <u>Outcome for Pupils</u></p> <p><i>Leadership team and Governors fully support and understand their role in monitoring the key areas for continuous school improvement within the school to ensure that the school creates a culture of high expectation, has high aspirations and demands excellence for all children.</i></p>	<p>School Monitoring Schedule to be shared with Governors in Term 1 and Governors to participate in joint observations with subject leaders during the year</p>	<p>Head All leaders</p> <p>Governors to make at least 2 formal visits to undertake observations in key areas of the SIP Term 2 and Term 4</p>	<p>Governors to be a greater part of the monitoring cycle alongside experienced colleagues. Governors to again have clearly defined focus for each monitoring visit and evidence to be collated with areas of strength & areas for development clearly identified. Developments to be monitored through regular informal visits and reports. Governors to attend 'Monitoring Training' and other courses aligned to this area.</p>	
<p><i>Leaders and Governors to interrogate data presented and challenge accordingly expecting rigorous & accurate school self-evaluation which leads to continual improvement.</i></p>	<p>Governors to receive Data Analysis Term 2, 4 and 6</p> <p>Governors to have regular updates of progress of ALL children through data presented in SEF & SIP in Term 2, 4 & 6 and in SEN report 3 x a year</p>	<p>Head</p> <p>SENCO</p> <p>All leaders</p>	<p>Governors to understand the trends across the school and challenge resourcing, procedures and policies accordingly.</p> <p>Governors to understand the data in terms of the progress of our most vulnerable cohorts, disadvantaged, gender differences and age differences in line with national expectations.</p>	

<p><i>Governors to have a good understanding of the school's Inspection Data Dashboard report and how it highlights strengths as well as areas for future development.</i></p>	<p>Governors to receive regular updates of targets set and revised Term 2, 4 and 5</p> <p>Governors to have training and further detail regarding this report</p>		<p>Governors to understand the progress of all vulnerable cohorts, including Pupil Premium and SEN children. Governors to regularly receive progress data and reports from SENCO.</p> <p>Governors to be able to understand where priorities and school development aims come from.</p>	
<p><i>Leaders and Key Governors champion the rights and needs of our disadvantaged children by challenging provision, quality of teaching and understanding of these children's needs.</i></p>	<p>Governors to receive SEN data 3 x a year focusing on all disadvantaged children and their progress</p> <p>Governors to receive annual report on how Pupil Premium Funding and additional SEN funding has been used and its impact upon children's progress.</p> <p>SEN Governors to undertake learning walks with Head at least twice a year.</p>	<p>Head</p> <p>SEN Governors</p>	<p>All children to make at least expected progress from their starting points and Governors to understand and monitor the interventions and additional provision provided for these children and how the additional funding has had a positive impact on the children's progress.</p> <p>Governors to be fully confident in the strategies used in supporting these groups of children to make the expected progress.</p>	
<p><u>Key Priority Two</u> <u>Quality of Teaching & Learning</u></p> <p><i>To ensure that the school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning. It covers a wide range of subjects and provides opportunities for academic, technical, artistic, creative and sporting excellence.</i></p>	<p>Governors to meet with groups of children across the school at least twice a year and ask them for their views on school life and learning.</p> <p>A Governor Representative to Attend School Council Meetings</p> <p>Governor Monitoring Visit to include a focus on Sport Provision and Enrichment Activities</p> <p>Pupil Survey Findings Term 5 to be shared and Governors to attend feedback to children</p> <p>Head Teacher Report 3 x a year</p> <p>Enrichment Evidence Books to be shared at Governor Meetings Term 4 and 6</p>	<p>Head</p> <p>Governors</p> <p>T & L Leader</p>	<p>Governors to have a clear view of pupil voice at Cobham and how they play an intrinsic part in school life and support the school in its continual drive for school improvement.</p> <p>Governors to know that the school provides an excellent sport curriculum/programme for all children and that it is 'value for money'.</p> <p>Governors to know that the school's excellent enrichment programme enhances and supports the positive attitude towards teaching and learning and impacts on well-being, health and happiness.</p> <p>Analysis of Foundation Curriculum Coverage to support Governors understanding of a balanced and broad curriculum.</p> <p>Foundation Subject Monitoring Evidence will support Governors in their knowledge of the new national curriculum and how Cobham has adopted it fully.</p> <p>Governors to attend School Council Meetings to understand the impact of the children's role in this vital pupil voice alongside eliciting their views of their school, their teaching and learning experiences and the enriched curriculum activities.</p>	
<p><i>Governors and Leaders to ensure that all teaching team members to be provided with time to share good practice, to support each other in their areas of expertise and to highlight their own continuous professional development needs.</i></p>	<p>Governors when undertaking monitoring visits to meet with all team members to discuss opportunities for professional development and</p>	<p>Head</p> <p>All leaders</p> <p>All Governors will be directed during</p>	<p>Governors to know that continuous professional development opportunities has supported staff in their pursuit of excellence and that funding restrictions must not hinder this invaluable process which supports quality first teaching and sharing of outstanding practice.</p>	

	evidence to be noted accordingly. Ongoing	monitoring visits to meet with individuals	Governors to understand how these CPD opportunities have impacted significantly upon whole school progress and identification of the school's next steps. Staff to attend meetings and share their learning and impact where possible/necessary.	
<i>Governors & Leaders to monitor the effectiveness of actions that leaders take to secure and sustain improvements to teaching, learning and assessment.</i>	Leaders to attend Governor Meetings and share action plans, resources, impact on progress and improvements made in their areas. Monitoring visits to facilitate opportunities to meet with leaders to share progress and updates.	Head All Governors during Monitoring Visits and Governor Meetings All Leaders & team members to present their subjects and impact upon them at Governor Meetings	Governors to be kept up to date with SIP areas for development, progress in these areas and the impact upon children's attainment and progress. Leaders to be held to account in championing and driving their subjects and areas forward. Leaders to attend Curriculum Governors meeting to review action plan targets, impact and progress levels. All team members to present to Governors during the course of the year regarding their subject area and their impact upon leading in this area.	
<u>Key Priority Three</u> <u>Effectiveness of Leadership, Management & Governance</u> <i>Governors to hold leaders to account for all aspects of school's performance.</i>	Governors to provide rigour and challenge to all decisions made, policies devised and areas of development through questioning and debating during Governor meetings and monitoring visits.	Throughout the year at meetings and monitoring visits.	Governors to lead in and support school improvement and challenge decisions made and how they will impact upon the school and its continual drive for excellence. This to be evident through Governor Meeting Minutes where challenge has been initiated and responses/actions given.	
<i>Leaders and Governors actively seek communication and all stakeholders views regarding all areas of school life and act accordingly to make improvements where needed.</i>	Governors to actively seek views of the school within the school community and share with all Governors as a regular feature of Governor meetings. Governors to respond to parent, pupil and staff survey findings in Governor Minutes during the year.	Surveys in Term 3 and 5 Analysis of Parent View and actions to be taken if needed Term 6 Head All Governors	Governors to have a shared view of all stakeholder's opinions and views of many aspects of school life and are willing to support changes to practice if required to improve areas of school life. Governors to truly know how stakeholders feel about the school, its ethos, vision and care of the children alongside its great ability to support children to be the best that they can be both academically and socially. Governors to interrogate all data received from the Parent Ofsted Survey data, Parent Paper Survey, Children's Annual Survey, E Safety Survey and Teaching Team Survey.	
<i>Leaders & Governors to ensure rigorous planning and controls are in place to ensure financial stability including the effective use of financial resources such as pupil premium</i>	Governors to regularly monitor the whole school budget and also scrutinise key cost ledger codes	Each Finance Governor Meeting. Governor to support budget setting process in Term 4	Governors to be confident that financial decisions have a positive impact on the progress and well-being of our children and that value for money has been actively sought and carefully planned for.	

<p><i>funding and sports funding.</i></p>	<p>ascertaining value for money.</p>			
<p><i>All governors and team members are aware of the policies that underpin practice that ensures children have high levels of well - being, emotional resilience and the effectiveness of all safeguarding procedures and policies.</i></p>	<p>Governors to be kept regularly updated 3 x a year regarding safeguarding issues.</p> <p>Governors to receive Safeguarding Updates</p> <p>A key Governor (Kate Cresswell) to focus on positive behaviour, pupil welfare and safeguarding issues during a monitoring visit.</p>	<p>Head Safeguarding Governor</p>	<p>Governors to be confident that all procedures are fully adhered to ensuring that children are well cared for, well supported and where needed families to receive support, Children’s well -being to be of the highest importance so that they are in the right frame to learn to their full potential.</p> <p>Governors to focus on the behaviour & levels of engagement of the children during all visits and interactions.</p> <p>New Governors to attend updated Safeguarding Training as soon as possible</p>	
<p><u>Key Priority Four</u> <u>Personal development, Behaviour & Welfare</u></p> <p><i>Leaders and Governors to do all that they can to promote and advocate high levels of attendance for all children. Recruit the use of SEEAS to actively and positively promote good levels of attendance for all and communicate with parents whose children fall below the national expectation of 98%.</i></p>	<p>Governor to receive termly updates on whole school attendance figures.</p> <p>3 x a year individual class data in Head’s Report</p> <p>SEEAS reports, updates and actions and impact on individual attendance figures</p>	<p>Head Governors Office Manager SEEAS representative</p>	<p>Governors to do all they can to strive for improved attendance levels and support the school in this key area.</p> <p>Governors to be kept up to date with data and impact of SEEAS’ support.</p> <p>Governors to support school in its drive to reduce the number of holidays that are taken during term time.</p>	
<p><i>The well-being, safety, emotional resilience, spiritual, moral, social and cultural understanding and happiness of all children and the teaching team is to be continually high priority for all leaders and governors including how the school prepares children for life in Modern Britain and how it promotes the British values of democracy.</i></p>	<p>Governors to attend assemblies</p> <p>Governors to lead ‘job’ assemblies</p> <p>Governors to meet with children to discuss key issues surrounding SMSC issues.</p> <p>Key Governor to monitor P4C lessons and PSHE lessons.</p>	<p>Head T&L Leader</p> <p>Governors to attend at least one assembly during the year.</p> <p>Special assembly invites to all Governors.</p>	<p>Governors to be confident that the school are doing an exemplar job in promoting the well- being of all pupils and that there are a plethora of opportunities to celebrate and learn about the different social & cultural aspects of the world, alongside teaching the children to be great community members making positive decisions and choices in life and expecting the children to adopt the TRUST values that are intrinsic to the whole school ethos.</p>	

<p><i>Governors and leaders to actively promote all forms of equality and foster greater understanding of and respect for people of all faiths, races, genders, ages, disability, sexual orientations through words, actions and influence within the community. Cobham's TRUST values to be known and used by Governors to uphold these values.</i></p>	<p>Governors to attend TRUST assemblies and see evidence of assembly content</p> <p>Governors to meet with children to discuss key issues surrounding equality for all.</p> <p>Key Governor to monitor P4C lessons and PSHE lessons.</p>	<p>Head</p> <p>T&L Leader</p> <p>Key Governor</p>	<p>Governors to be confident that the school is actively promoting equality for all in an ever diverse society ensuring that children understand the need for tolerance, respect, unity, strength and truth in order to become a trustworthy member of society.</p>	
<p>Key Priority Five: Effectiveness of the Early Years Provision: Quality & Standards</p>				
<p>Governors to be confident in the school's baseline data provided and support the setting of targets in this key stage.</p>	<p>Governors to scrutinise the data</p> <p>A key Governor to meet with EYFS leader and learn how the baseline assessments were completed</p>	<p>EYFS Leader</p> <p>EYFS Key Governor</p>	<p>Governors to be fully conversant with the changes to baseline assessment and how Early Excellence has guided and supported the EYFS to determine accurate levels.</p>	
<p>Governors to monitor Phonic teaching and provision in Year R</p>	<p>Key Governor alongside English leader to make at least 2 observations during the year to ascertain quality of provision and progress.</p> <p>Governor to attend Parent Phonic session</p>	<p>EYFS Leader</p> <p>EYFS Key Governor</p>	<p>Governors to observe outstanding phonic teaching consistently across the year to ensure that the teaching of the early steps in reading are of the highest quality.</p>	
<p>Governors to monitor the use of continuous provision in the EYFS, alongside the use of the outdoor area and its impact upon learning.</p>	<p>Key Governor to observe at least in the beginning and end of year in the EYFS.</p>	<p>EYFS Key Governor</p>	<p>Governors to understand the need and impact of providing all children within the EYFS with a nurturing, creative, engaging and motivating learning environment. Governors to witness the outdoor area being used to its full capacity and how the changes last year are having a positive impact on progress.</p>	

