



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 style="text-align: center;"><i>December evaluation</i></p> <p><i>SEN Governor, EYFS Governor, Maths and English Governors all met with the respective lead in this area to discuss developments and progress in these areas. SEN Governor undertook a learning walk across the school and both her findings and the SENCO has served to develop provision for these children.</i></p> <p style="text-align: center;"><i>April 19 Evaluation</i></p> <p><i>SEN Governor undertook a second SEN learning walk with the Head and data was shared about these children's progress. Safeguarding Governor met with the Safeguarding lead as well as the DDSL in Jan 19 to share concerns and actions. Chair of Governors and head met to check that the school website was compliant and</i></p>

				upto date. Policies were updated as a result, Single Central Record was checked by the Char in Feb 19. Chair of Finance worked with Head to complete the SVFS document to be sent to Kent before March 31 st 19.
<p>Leaders and Governors to interrogate data presented and challenge accordingly expecting rigorous & accurate school self-evaluation which leads to continual improvement.</p> <p>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.</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>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>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>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>December evaluation</i></p> <p>Governors are fully conversant with last year's data as well as scrutinising internal class data on a termly basis. Challenges are given if targets are not high enough and boundaries are agreed for attainment and progress scores for EYFS, KS1 and KS2. Governors have been privy to rigorous and reflective school self-evaluation and are aware of the areas for development across the whole school. Governors have agreed that the head's performance management targets are linked to the progress of the SEN.</p> <p><i>April 19 Evaluation</i></p> <p>Governors had truly scrutinised recent progress data and were able to challenge where some data looked as if children had slipped back; infact they were errors in inputting data! Matt Dickson our School Improvement advisor provided excellent training on our Inspection Data Dashboard and the APS summary data ensuring that all cohorts attainment had been scrutinised and understood.</p>
<p>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.</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><i>December evaluation</i></p> <p>Governors will have looked at our SEN children's progress by the end of Term 2 to determine if good levels of progress are being made. Governors have monitored and seen how strategies, resources and additional adult support has benefited the large majority of children</p> <p><i>April 19 Evaluation</i></p> <p>SEN Governor is conversant with this vulnerable cohort's progress and attainment and knows how individual pupil plans are created to provide additional support on a weekly basis. Learning Walk supported this knowledge as TAs were providing 1:1 support and small group focus for the children, all of whom were having great success at their own pace and level.</p>

<p style="text-align: center;"><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 style="text-align: center;"><i>December evaluation</i></p> <p><i>Chair of Governors has attended school council meetings this year and is aware of the children's viewpoints, requests and also support and love f the school.</i></p> <p><i>Governors have received information regarding enrichment activities, children's views of Creative Week as well as information regarding the findings from foundation subject learning walks and developments in these areas to ensure a broad and balanced knowledge and skill based curriculum is being well taught.</i></p> <p style="text-align: center;"><i>April 19 Evaluation</i></p> <p><i>Governors have dropped in during Maths week, Book Week and WBD 19 to see how these weeks and days, promote a love of learning in identified areas of the curriculum. The Chair of Governors attended WBD 2019 as well as being a regular attendee at our school council meetings where children are keen to share their love of learning as well as a plethora of ideas to make learning and school life at Cobham as fun as possible! Our PE Governor observed our Premier Sports sessions in Term 3 and made some valid points.</i></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 evidence to be noted accordingly.</p> <p>Ongoing</p>	<p>Head</p> <p>All leaders</p> <p>All Governors will be directed during monitoring visits to meet with individuals</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> <p>Governors to understand how these CPD opportunities have impacted significantly upon whole school progress and identification of the school's next steps.</p> <p>Staff to attend meetings and share their learning and impact where possible/necessary.</p>	<p style="text-align: center;"><i>December evaluation</i></p> <p><i>Governors have witnessed the benefit of CPD training especially highly skilled TAs that provide a plethora of interventions and strategies for our SEN children.</i></p> <p><i>Governors are made aware of the whole team's opportunities for CPD and how it is linked to SEN and the whole school performance management targets for each academic year.</i></p> <p style="text-align: center;"><i>April 19 Evaluation</i></p> <p><i>Much support has been offered in the last two terms to all colleagues to ensure that NQTs have been properly supported, training needs are being met, supervision meeting notes have been collated to provide future training as requested. Lessons have been shared and observed where possible to ensure that we share best practice and that expectations are high for all. Performance Management observations as teams in Term 3 allowed all teams to act on feedback where possible immediately and effectively. Team have had opportunities to attend</i></p>

				CPD development courses as requested and based on need.
Governors & Leaders to monitor the effectiveness of actions that leaders take to secure and sustain improvements to teaching, learning and assessment.	<p>Leaders to attend Governor Meetings and share action plans, resources, impact on progress and improvements made in their areas.</p> <p>Monitoring visits to facilitate opportunities to meet with leaders to share progress and updates.</p>	<p>Head</p> <p>All Governors during Monitoring Visits and Governor Meetings</p> <p>All Leaders & team members to present their subjects and impact upon them at Governor Meetings</p>	<p>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.</p> <p>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.</p> <p>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.</p>	<p><i>December evaluation</i></p> <p>Governors have received evaluations of the SIP in Term 2, the latest data collection information as well as meeting with the relevant personnel to discuss relevant aspects of school improvement. Both English and Maths lead have shared their findings from book scrutiny and lesson observations at meetings so that governors are aware of how the SIP targets are driving school improvement.</p> <p><i>April 19 Evaluation</i></p> <p>Governors have been incredibly supportive with the proposed changes that have had to be made; due to the large number of maternity takers this year. They have supported the head in making firm decisions, with the knowledge that the best has to be done by all children, not just one cohort. Colleagues attended curriculum meetings in Terms 1 and 2. Subject responsibility has been shared informally as we have many subjects and not enough personnel to cover them, The head is holding English, Maths, PE and SEN, RE, History and Geography. Sept 19 will be a time to review those responsibilities when colleagues return to Cobham and when we know the full complement of the team.</p>
<p><u>Key Priority Three</u></p> <p><u>Effectiveness of Leadership, Management & Governance</u></p> <p><i>Governors to hold leaders to account for all aspects of school's performance.</i></p>	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.	<p>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.</p> <p>This to be evident through Governor Meeting Minutes where challenge has been initiated and responses/actions given.</p>	<p><i>December evaluation</i></p> <p>Minutes reflect challenges given and actions based upon them. Governors serve to hold all leaders to account as well as themselves.</p> <p><i>April 19 Evaluation</i></p> <p>Governors interrogated Terms 1 and Terms 2 data in December as well as each class' targets for the end of the year. Minutes do reflect the challenge as well as the Governors understanding of how Year 2 and Year 6 have significant SEN needs.</p>
Leaders and Governors actively seek communication and all stakeholders views regarding all areas of school life and act accordingly to make	Governors to actively seek views of the school within the school community and	Surveys in Term 3 and 5	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	<p><i>December evaluation</i></p> <p>Governors have been privy to our EYFS transition survey based on parental view.</p>

<p><i>improvements where needed.</i></p>	<p>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.</p>	<p>Analysis of Parent View and actions to be taken if needed Term 6 Head All Governors</p>	<p>school life.</p> <p>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.</p> <p>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.</p>	<p><i>April 19 Evaluation</i> <i>Parent survey Feb 19 has been shared with all Governors Governors are well known by parent body and would be spoken to if parents felt the need to communicate with them rather than the school. Pupil Survey will be completed next term. Staff Survey has been completed but at the time of writing this, it has not been collated!</i></p>
<p>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 funding and sports funding.</p>	<p>Governors to regularly monitor the whole school budget and also scrutinise key cost ledger codes ascertaining value for money.</p>	<p>Each Finance Governor Meeting. Governor to support budget setting process in Term 4</p>	<p>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>	<p><i>December evaluation</i> <i>Governors have supported and challenged expenditure when needed and ensure that the school uses its financial resources to maximum effect, such as deployment of TAs, new resources being utilised as well as training for all staff being effective in the key areas of school improvement.</i> <i>April 19 Evaluation</i> <i>Our recent Finance Compliance by Kent in Feb 2019 was successful. All items and suggestions for development have been shared alongside a reasonable time frame for any adjustments needed. Finance Policy has been updated in March 2019.</i></p>
<p>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.</p>	<p>Governors to be kept regularly updated 3 x a year regarding safeguarding issues. Governors to receive Safeguarding Updates 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><i>December evaluation</i> <i>Governors have been party to all updated KCSIE 2018 Safeguarding information and have signed to show that they have understood the relevant documents provided.</i> <i>Chair of Governors has seen evidence of all staff having received the documentation as well as SCR being kept up to date with necessary policies and procedures in place.</i> <i>April 19 Evaluation</i> <i>As stated earlier the Chair of Governors and Head met in January and reviewed all policies on the website. Over 17 were updated and agreed at the last FGB in February 19. Governors who regularly visit always focus on behaviour and levels of engagement of the children and are quick to compliment the children when possible. Well being Governor – Kate Cresswell regularly updates her training in this area and makes recommendations of</i></p>

				information, resources and further updates.
<p><u>Key Priority Four</u> <u>Personal development,</u> <u>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</p> <p>Governors</p> <p>Office Manager</p> <p>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>December evaluation</i> <i>Governors are continually made aware of attendance figures and how many children have 100% attendance each term and are aware of SEAAS invaluable support to raise families awareness of the importance of high levels of attendance.</i></p> <p><i>April 19 Evaluation</i> <i>Attendance at the end of Term 3 was 98.2%, which is above national average. SEAAS continues to support the school and termly report cards are a constant reminder of the peaks and troughs in some children's attendance! Attendance of all vulnerable cohorts is shared with Governors 3 x a year!</i></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</p> <p>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>December evaluation</i> <i>Chair of Governors/Safeguarding Governor attended NSPCC workshops with children in Term 2.</i></p> <p><i>April 19 Evaluation</i> <i>Our TRUST values embody the promoting of our children's well being and Governors who have attended assemblies and school council meetings can see how these are intrinsically linked to our children's understanding of their place in the world.</i></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><i>April 19 Evaluation</i> <i>Governors who attend Cobham cannot be left in any doubt the importance of our schools' TRUST values. Our Caring Code of Cobham has recently been updated and will be published again in Terms 5 and 6. All children were involved in this process and it was updated in the request of a school governor.</i></p>

<p align="center">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 the EYFS determine accurate levels.</p>	<p><i>December evaluation</i> Our EYFS Governor met with the EYFS team to understand the baseline assessments and what they meant for future practice and development. Learning journals were looked at and governors are confident that observations are regularly and purposefully made demonstrating the children's progress as well as identifying their next steps.</p> <p><i>April 19 Evaluation</i> Our EYFS Governor stepped down in February and hopefully one of our new governors will be happy to fulfil this role. Head has become our Reception teacher's mentor as an NQT and has done all to support both her and the team. Assessments are accurate and regularly discussed at fortnightly meetings with the teacher.</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><i>December evaluation</i> EYFS Governor observed phonic sessions in Term 2 and our Chair of Governors attended the Phonic Workshop led by Adele Dengate for parents at the start of Term 2.</p> <p><i>April 19 Evaluation</i> Chair of Governors attend the Phonic workshop led by Miss Tyler in Year 1 as the class and parents prepare for the forthcoming tests in June 19!</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>	<p><i>December evaluation</i> EYFS Governor was able to see how the outdoor area mirrors the indoor area and how continuous provision is planned for, delivered and met as well as its purpose and relevance to the children in the EYFS.</p> <p><i>April 19 Evaluation</i> Again this area for development has been picked up by the head as mentor o the reception teacher and changes have been</p>

				<i>made to ensure that all areas of learning are well planned and well- resourced as well as all children accessing the different areas! It is a regular feature of the fortnightly meetings.</i>
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