



Cobham Primary School
 Caring, Proud, Successful
 Governor Action Plan
 2019-2020



Effectiveness of Leadership, Management & Governance

Leadership & Management

- The school meets all the criteria for good in leadership and management securely and consistently.
 - Leadership and management are exceptional.
- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly.
 - Staff consistently report high levels of support for well-being issues.
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including newly qualified teachers, build and improve over time.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or offrolling.
 - Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services.
 - Engagement opportunities are focused and purposive.
 - Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.
 - Leaders protect staff from bullying and harassment.
- Those responsible for governance understand their role and carry this out effectively. Governors/trustees ensure that the school has a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.
- Those with responsibility for governance ensure that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding.
- The school has a culture of safeguarding that supports effective arrangements to: identify pupils who may need early help or who are at risk of neglect, abuse, grooming or exploitation; help pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to pupils.

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>Quality of Education</u></p> <p>Governors and leaders are fully conversant in their safeguarding duties and support the school in ensuring that there is high regard of a culture of safeguarding from all stakeholders at Cobham.</p>	<p>KCSIE 2019 shared by end of September with all team members and personnel</p> <p>Policies linked to it to be updated by end of Term 1</p>	<p style="text-align: center;">Head</p> <p style="text-align: center;">Designated Safeguarding Lead</p> <p style="text-align: center;">Deputy Designated Safeguarding Lead</p>	<ul style="list-style-type: none"> • Safeguarding procedures are robust. • Team members and school personnel are fully conversant with the document, the changes and how it can alter their practice and impact upon children and their families. 	

	SCR checked at end of Term 1 to ensure everyone has been signed off and understood the contents of the document.	Safeguarding Governor Office Manager	<ul style="list-style-type: none"> Safeguarding Governor is part of the process and reviews with the DSL and DDSL numbers of concerns and actions taken. Children and families are safe, supported and where needed external agencies utilised for this support. 	
Governors and leaders hold an ambitious vision for providing a high quality education for all pupils at Cobham and hold and share common values, policies, practice and are fully aware of the school's areas for development and how best to support the school to achieve them.	SIP shared with all Governors and team members in Sept 19 and reviewed in Dec 19, April 19 and July 19 clearly demonstrating the school's areas for improvement and how best to support the school in its endeavours for continual improvement	All stakeholders	<ul style="list-style-type: none"> All areas identified are fully championed and improvements make a difference to the learning, experiences, well-being and successes of every child. Timely monitoring by leaders and governors to support members to achieve all areas for development whilst being mindful of timing and work load and well being of all team members delivering changes. 	
Governors and leaders ensure that the curriculum is structured and ambitious in such a way to ensure that all pupils including disadvantaged pupils gives the knowledge and cultural capital they need to succeed in life.	Foundation Subject leaders to present to Governors at future Curriculum meetings after Foundation Subject Learning Walks take place in Term 2 to demonstrate changes made and their impact upon learning and experiences.	All foundation subject leaders to present at meetings Governors to observe alongside leaders	<ul style="list-style-type: none"> Clear understanding of how changes made have had impact upon children's learning and how in these subjects especially, all pupils have access to an enriched and exciting curriculum. To see the impact of our real focus on how our foundation curriculum has developed into a real knowledge, skills and language based curriculum. 	
Governors and leaders know how the curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND	SEN Governor to monitor SEND children's provision in Foundation Subjects across the school and how it is being designed to provide all children with rich and diverse learning experiences.	All class teachers SEN Governor	<ul style="list-style-type: none"> All SEND children are loving their learning and making good levels of progress in each area of the curriculum. To find a foundation subject that they truly love and engage with. A talent in an area that can be shared with peers and whole school. 	
<u>Key Priority Two</u> <u>Behaviour and Attitude</u> Attendance reaches 98% with no persistent absences demonstrating children's absolute love and desire to come to school.	Governors to expect to see and analyse attendance data on a termly basis and know that all is being done to ensure high levels of attendance for all children.	Office Manager SEAAS rep Head Curriculum Governors	<ul style="list-style-type: none"> Children engage with school life and their learning and love coming to school and build resilience and positive attitudes about attending school, even when not necessarily feeling 100% Children to not want to miss school and all classes to have attendance figures of 98% 	
Further development of SMSC across the school ensuring that children identify, understand, learn from and celebrate differences where everyone has respect for each other.	Governors to attend PSHE lessons/P4C sessions and see where SMSC is being explicitly taught and shared during their monitoring visits of foundation subjects in Term 2	Governors All teachers Foundation Subject Leaders	<ul style="list-style-type: none"> Children have an improved knowledge of what SMSC stands for and how it impacts upon their lives. Children to use their understanding of SMSC to understand their place in modern Britain and the expectations of them growing into the future citizens of the world, where they show all the qualities and traits linked to SMSC and our TRUST values. 	

<p>Pupils make a positive contribution to the life of the school and the wider community knowing that their moral duty is to always think of others.</p>	<p>Each class to be given a school responsibility this year in order to make a wider difference to our school community. Governors to meet with children to discuss how their contribution makes them feel about the difference that they are making in Term 3 and 6</p>	<p>All team members and children</p> <p>Governors during monitoring visits</p>	<ul style="list-style-type: none"> • Children are even more proud of their school and their environment. This will be evidenced through meetings with children as well as the Pupil Survey in June 2020. • Children see the links between their actions, SMSC and TRUST values and can explain how and why their actions make a difference. 	
<p>To demonstrate the TRUST values on a daily basis. To know that Strength is our main focus this year in order to develop resilience, sense of identity and being proud of who we are and all that we achieve.</p>	<p>Our TRUST values which were devised based on the need for children to understand their place and duty living in Modern Britain to experience weekly assemblies linked to these values ongoing throughout the year.</p> <p>P4C lessons</p> <p>PSHE lessons</p>	<p>Year 6 children to keep the assembly book evidence folder demonstrating the content of these assemblies on a weekly basis,</p> <p>Head to ensure that all her Monday assemblies are linked to TRUST values, SMSC and how children should feel about their achievements and differences.</p>	<ul style="list-style-type: none"> • All children, young and older to fully subscribe, understand what the TRUST values mean to our school community. • Open Mornings in Term 2 always show and discuss the TRUST values to prospective new families. • Assemblies to revisit and always have a link to TRUST values and SMSC. • To share stories in assemblies and utilise the texts in English lessons to demonstrate strength of character and resilience in others so that children can give examples of where they have understood how strength of character has helped a person. • All children to become more resilient and know that they have developed strategies to help them when faced with problems. 	
<p><u>Key Priority Three</u> <u>Personal Development</u></p> <p><i>To provide the children with experiences beyond the 'curriculum' to enrich their love of learning –both sporting, creative and simply 'wow' moments. To elicit the children views regarding these experiences.</i></p>	<p>To plan and provide a range of activities/experiences throughout the year to showcase children's talents, passions and interests.</p> <p>After school clubs/special day/Book Week/Maths Week/Talent Show/Interest Day</p>	<p>Pupil Survey June 2020 findings to be shared with Governors</p> <p>Governors to attend Book Week/Maths week</p> <p>Headteacher Report 3 x a year to report activities experienced</p>	<ul style="list-style-type: none"> • Children love coming to school! • Attendance is high across the school. • Positive attitudes to learning, school life and high levels of engagement to be seen during observations. • Children know that they have talents both in and out of school and that they are equally valued. • Children find new interests that they may have not have experienced/liked/loved before. 	

<p>Leaders to ensure that all children are experiencing equality of access to an enriched and personalised curriculum and are stretched and challenged accordingly, whilst celebrating talents and interests.</p>	<p>Monitoring of planning in Term 1 Formal and informal observations throughout the year</p> <p>Book Scrutiny exercises 3 x a year</p>	<p>All subject leaders & T&L leader to report to Governors during the course of the year.</p> <p>SEN Governor visit 3 x a year to focus on equality of access and support for all children.</p>	<ul style="list-style-type: none"> All lessons planned, observed and monitored to cater for all children's talents and needs whether it be by additional support, personalised learning or additional resources. All children in every class to access curriculum and have positive attitudes towards their learning and make expected levels of progress. 	
<p>TRUST values continue to be embedded and used effectively across the school so children understand the values of living in modern Britain, developing their understanding of the fundamental British Values of democracy, rule of law, liberty, tolerance and respect.</p>	<p>Governors during monitoring visits to meet with groups of children to discuss how TRUST values help them to live their lives on Modern Britain</p> <p>Each term</p>	<p>Governors when meeting with children to discuss the school's TRUST values and how the children use them day to day.</p> <p>Head and T&L to organise groups</p>	<ul style="list-style-type: none"> Children continue to develop their knowledge of and use of our TRUST values to behave, act and think in a respectful way to all members of the school community as well as in the world at large. To understand right from wrong and know that every action has a consequence. To know that the rule of law is there to protect and punish as many rules are! 	
<p><u>Key Priority Four Leadership & Management</u></p> <p>Leaders and governors to support a driven, highly- motivated, experienced team who can all champion their own individual areas of responsibility and interest, ensuring that the very best teaching and learning and personal development take place for all.</p>	<p>Governors during monitoring visits to meet with members of team to discuss their leadership roles and responsibilities and the support in place in order for them to fulfil their duties.</p>	<p>Head to arrange</p> <p>All governors</p>	<ul style="list-style-type: none"> All leaders feel supported and motivated to lead their subject well and teaching and learning of the subject is excellent, well resourced and loved by the children. All areas of the curriculum have equal importance, strong leadership, breadth & balance and a clear focus on knowledge, skills and vocabulary 	
<p>Work load to be realistic and achievable with smart deadlines and time frames given. Structures and routines clearly in place to support all team members to effectively undertake their roles.</p>	<p>As above</p> <p>Staff Survey to be shared after its analysis in Term 4</p>	<p>Head to arrange</p> <p>All governors</p>	<ul style="list-style-type: none"> Team members feel valued in their role and have opportunities to complete their role to the very best of their ability. All full time teachers have a whole day PPA to support them in meeting deadlines and making work life balance possible. 	
<p>All leaders and governors to support a culture of continuous improvement to be the expectation for all, through sharing of best practice, development of pedagogy and continuous professional development.</p>	<p>As above</p> <p>Staff Survey to be shared after its analysis in Term 4</p>	<p>Head to devise and gather information/analyse and share with Governors.</p> <p>Governors to have reported to them the team's CPD opportunities via the Headteacher's Report 3 x a year</p>	<ul style="list-style-type: none"> All teaching members to be encouraged to develop their knowledge and skills via CPD opportunities. As a team, there is a champion/expert for every area and someone who can support and others turn to when needed. Best practice and knowledge are shared both formally and informally across the school. 	

<p><u>Key Priority Five: Effectiveness of the Early Years Provision: Quality & Standards</u></p> <p>Leaders and governors know that the EYFS curriculum is coherently planned and sequenced. It builds on what children know and can do, towards cumulatively sufficient knowledge and skills for their future learning. The team's knowledge of the EYFS is exceptional and therefore provides firm foundations for the children in our care.</p>	<p>EYFS Governor to meet EYFS leader in Term 1, 3 and 6 to look at planning and provision in place.</p>	<p>Head to arrange EYFS leader EYFS Governor</p>	<ul style="list-style-type: none"> • First steps in children's learning to be carefully structured and crafted so that foundations are strong and a great springboard for the rest of their learning journey. • Team's knowledge is entrenched in the EYFS curriculum and next steps/challenge and personalised support is given when required/needed. • Children's first experiences are positive and they love coming to Cobham. 	
<p>Leaders and Governors to champion and monitor the teaching of early maths and phonics as priorities; as well as monitoring the acquisition of language skills, developing vocabulary and understanding.</p>	<p>EYFS Governor to observe in Term 2, 4 and 6 looking at phonic teaching and maths learning..</p>	<p>Head to arrange EYFS leader EYFS Governor</p>	<ul style="list-style-type: none"> • Early Maths and Phonics to be a priority in the EYFS and all children develop the basic skills in these key and life long learning areas. • Children to be confident and accurate in using the correct terminology in both these areas. 	