**Bromesberrow St. Mary's Church of England School**

**Governor Action Plan 2018-19**

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance at Bromesberrow St. Mary's School.

The Governing Body at Bromesberrow St. Mary's School has three core functions:

* Ensuring clarity of vision, ethos and strategic direction
* Holding leaders to account for the educational performance of the organisation and its pupils, and
* Overseeing the financial performance of the organisation and making sure its money is well spent.

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| **Objective** | **Impact:  How will you know?  What do you want to see?** | **Date** | **Specific actions and responsibility** | **Monitoring** |
| Consolidate roles and responsibilities for all governors. Safeguarding, Vulnerable (SEN, PP, GRT, Attendance), finance, H&S, curriculum | Governors who are knowledgeable and skilled in their focus area. | Autumn 2018 | CoG and HTs to look carefully at skills audit and agree roles and responsibilities based upon this. | Governor visits, feedback at governor meetings, questioning and information sharing. |
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| Establish a strong, time driven and accountable business plan for the year | Governance that is organised and most effective in its purpose. Governors who are clear in their responsibilities and role in leading the school forward. | Autumn 2018 | CoG and HTs to draw up together and disseminate to all governors.  CoG to link with high school CoG to support her and to share good practice. | CoG to monitor that this is taking place, holding all stakeholders to account for their role in the plan. |
| Governor visits to be more effective and have an improved impact; providing a more informed picture of the school's performance. | Governors have a 'triangulated' understanding of the school.  Governor visits will be planned out over the year and clearly focused (governor business plan)  Visits will be focused and feedback will be useful for governing board.  Visits will lead to debate and discussion to drive further improvement, looking at impact on achievement and standards; and value for money. | Autumn 2018 | CoG and HTs:  Governor visits plan to be drawn up as part of business plan.  Governor visits policy to be in place and be working in practice.  HT's to organise LA governor visits training. | CoG and HT's to monitor the effectiveness of visits through:  Committee and FGB meetings, dialogue between governors and SLT, written feedback (governor visit forms) |
| Re-introduce committees to the governing board, ensuring that these are 'useful' and manageable. | Governors to be working more 'smartly'.  Governor influence and role to have increased in terms of more frequent and quality involvement and engagement,  This will lead to more knowledgeable and informed governance, who are able to have a strong strategic lead and hold leadership to account. | Autumn 2018 | CoG and HT's to draw up committees based on skills.  Committee meetings to be part of business plan, pencilled in for the year. | CoG and HT's to monitor through:  FGB feedback-thinking in terms of quality and impact, attendance at committee meetings, minutes of meetings. |
| Governors understanding of data and other sources of information relating to performance to have improved. | Governors are able to interpret, ask questions and challenge in relation to the new Insight tracking system.  Governors are able to use other sources of information to challenge and support data picture e.g. holding SLT to account through questioning in relation to book scrutiny and observation and monitoring schedule; as well as through governor conservations with staff, children and parents.  Governors have an informed view of school performance and are able to hold leadership to account. | Spring 2018 | HT's to ensure that data is presented clearly for governors three times per year through HT report and to specific governors throughout the year using a more 'drip feed' approach.  Phase Leads to share their understanding and the picture of their phase with governors 2x per year.  HT's to ensure that governors have a copy of their monitoring schedule, so that governors can ask informed questions. | Governor minutes to show good questioning and challenge.  Governor visits to show good engagement with data. |
| Governors to be more visible to school community (Parent Questionnaire Feedback). | The school community recognises our governors and has an improved understanding of their role in school leadership. | Summer 2018 | Regular visits and attendance at school events, assemblies and church services.  Governors to take an active role in these.  Governors to use visits and events to gain views from staff, children and parents  Governors to display ‘profile’ information on school website – photo, skills, experience, committee membership |  |
| Governors have an active and improving role in school development. | The school is being driven forward, with a clear vision for the future.  Standards are improving and this can be linked back to strong governance (challenge and support).  Governors are more knowledgeable in terms of school development and contribute to this.  Governors are able to invest in the right things, linked to school development priorities. | Summer 2018 | Regular curriculum committee meetings (3 x per year), focused around RAP/SDP priorities and pupil standards.  RAP/SDP on agenda at every governor meeting.  Governor visits linked to RAP/SDP priorities.  Use of ‘ Threestars and a wish' to learn more from staff, children and parents as to how well the school are doing and what could be improved further. |  |