

Copley Junior School

Governing Body Action Plan (2018-2019)

In April 2016, Ofsted judged Copley Junior School to be a **'good'** school with two areas of **'outstanding'** practice:

- Effectiveness of leadership and management
- Personal development, behaviour and welfare

In September 2018 the Local Authority confirmed the continued categorisation of Copley Junior School as **'Self Improving' (Grade 1)** and the school is striving to be judged as outstanding in its next inspection.

The Ofsted inspection report of April 2016 identifies that in order to improve further the school needs to:

Further improve the quality of teaching by ensuring that teachers have high expectations of pupils in every class and help them:

- make even better progress and so reach their full potential
- secure in-depth knowledge and understanding of new skills and concepts

These development points drive the 2018-2019 School Improvement Plan and 2018-2019 Governor Action Plan.

We worked with all staff, children, governors and members of the Parent Forum to review the School Vision Statement and School Aims. Our seven Copley Junior School Learner Values were chosen by a whole school pupil vote as well as discussions with our teaching team, governors and the Parent Forum. Our seven Learner Values are: **respect; perseverance, self-belief, independence, creativity, team work and friendship.**

‘Believe, Achieve, Succeed’ underpins the Vision Statement of Copley Junior School.

At Copley Junior School we are committed to the academic, personal, social, moral and emotional development of all our pupils. Our school is a safe, caring, stimulating learning environment where the effort and achievement of every single child is celebrated and valued. In working closely with pupils, parents and the wider community, our staffing team encourages children to develop into confident and compassionate young people with a strong sense of belonging. All pupils experience a relevant, vibrant and broad curriculum that supports and challenges them to reach their full potential. We aim to nurture motivated learners who have the self-belief and independence to achieve excellence and succeed.

School Aims

Standards achieved by the Children

- To enable all children to enjoy school life, achieve their highest standards in all areas of development and make outstanding progress in relation to their prior attainment

The Quality of Education provided by Copley Junior School

- To provide all children with learning experiences of high quality by identifying clear learning outcomes, using effective teaching styles and methods and suitable resources, all well-matched to their differing needs
- To ensure that all children are fully involved in a relevant, vibrant and broad curriculum and have the opportunity to develop skills and ideas that engage them fully
- To enable the children to set themselves high standards, take pride in their work and strive towards high achievement
- To enable the children to be confident, self-motivated and take advantage of opportunities to develop their own learning
- To provide a lively, stimulating and well-organised environment for learning in which staff and children work co-operatively towards independence
- To ensure that children acquire the skills, knowledge and understanding needed to adopt a healthy, safe and fulfilling lifestyle
- To create a happy, relaxed and stimulating atmosphere in which each child can develop positive and co-operative relationships, tolerance, understanding and respect for all people
- To involve parents and other stakeholders in school life to ensure that all aspects of children’s progress are fully inclusive, shared and supported

Leadership and Management

- To provide clear leadership and effective management at all levels which takes the school forward in its chosen direction
- To make effective use of the school’s resources in order to achieve the best possible learning outcomes

Themes and actions to drive improvement

The Governor Action Plan is organised around seven key themes, and is cross-referenced to the sixteen competencies outlined in the Competency Framework for Governors and the latest DfE Governance Handbook, published in 2017. Cross-referencing can be seen in brackets e.g. (CF1a - Setting direction) indicates that the planned actions cross-reference to standard 1a Setting direction in the Competency Framework.

Theme 1: VISION, ETHOS AND STRATEGIC DIRECTION

Theme 2: EFFECTIVE GOVERNANCE AND STATUTORY DUTIES

Theme 3: MONITORING AND EVALUATION

Theme 4: STRENGTHENING SCHOOL LEADERSHIP (SUPPORT AND CHALLENGE)

Theme 5: PERFORMANCE MANAGEMENT OF THE HEADTEACHER AND STAFF

Theme 6: ENGAGEMENT WITH STAKEHOLDERS

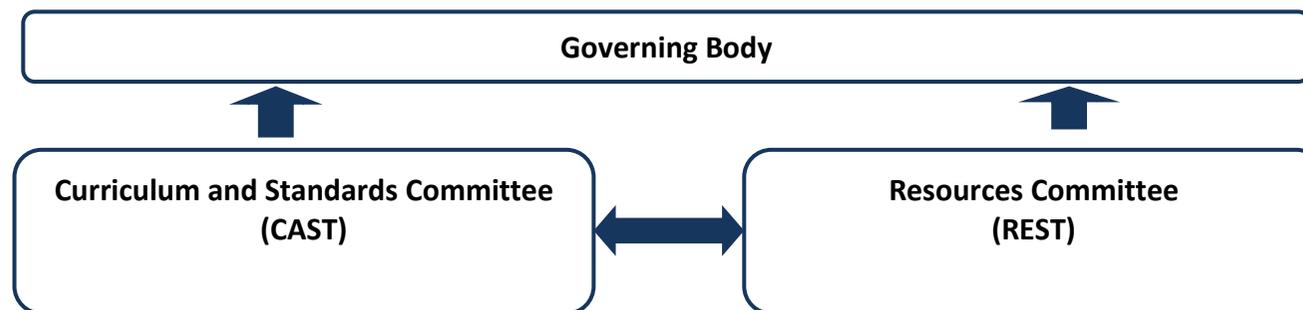
Theme 7: MATCHING RESOURCES TO VISION AND PRIORITIES

How we will monitor progress against the plan?

Progress and impact of the Governing Body is monitored robustly and routinely. The Curriculum and Standards (CAST) committee provides over-arching governance of the Governor Action Plan and feeds directly into the full Governing Body where progress and performance is monitored to ensure effective management of key priorities, aims and risks.

CAST, REST and full governing body meetings are all scheduled for each half term.

The diagram below shows the reporting mechanism:



All members of the Governing Body have taken responsibility for the monitoring and evaluation of particular aspects of school improvement. Year group link governors and governors with specific responsibilities visit school each half term.

The Governing Body

The purpose of governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance at Copley Junior School.

The Governing Body at Copley Junior 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.

Name	Position
Mrs E. A. Crayton	Ex officio (Head teacher)
Mrs Linda Pickles	Co-opted Governor (Chair of Governors)
Mrs Mel Williamson	Parent Governor (co Vice Chair; Chair of CAST Committee)
Mr Gavin Rimmington	Local Authority Governor (co Vice Chair; Chair of REST Committee)
Mrs Galit Sharpe	Parent Governor
Mrs Lynn Henfield	Co-opted Governor
Mr Frank Booter	Co-opted Governor
Mrs Lesley Wilkinson	Co-opted Governor
Mr Peter Wilkinson	Co-opted Governor
Mrs H. Gray	Staff Governor
Miss A. Blades Baker	Associate Governor, Deputy Head teacher

Strategic Plan

Theme 1: STRATEGIC LEADERSHIP

Evaluative Questions:

- How has the Governing Body (GB) been involved in developing the school's aims and values?
- How does the GB ensure that the aims and values of the school are put into practice?
- How has the GB been involved in setting the priorities and targets of the school improvement plan?
- How does the GB monitor and review the school improvement plan? Is this process systematic and robust?

(Actions cross-reference to CF1a - Setting direction; CF1b Culture, value and ethos; CF1c Decision-making and CF1e Risk management of the Competency Framework for Governors)

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> • Develop long-term aims for the school with clear priorities in an ambitious school improvement plan, which is regularly monitored and evaluated against the 2016 Ofsted outcomes and identified next steps. • Subject leaders to develop action plans, aligned to the school improvement plan. These are approved, and progress regularly monitored and evaluated by governors with subject responsibility, with oversight by the Curriculum governor. • CAST committee to develop the Governor Action Plan for 2018-2019 and take to the full board for approval and review. Share with parents via the website. • Establish the strategic planning cycle for 2018-2019 that drives the governing body's activities and agenda setting, in line with school improvement priorities and 2016 key Ofsted outcomes. • Safeguarding governor to meet with the PSHCE leader and pupils to evaluate implementation of Copley's 'Learner Values'. Curriculum governor to meet with the PSHCE leader to evaluate development of the PSHCE curriculum and the impact. Evaluate with the CAST sub committee. • Curriculum governor to evaluate how the school aims and values are promoted with pupils through R.E. and collective worship, by meeting with leaders, evaluating work samples and pupil conferencing. Review with the Curriculum and Standards sub committee. Evaluate the effectiveness and impact of the R.E. curriculum and collective worship programme. • Safeguarding governor and Curriculum and Standards sub committee to evaluate how effectively the school is promoting British Values. • Communicate vision to all children and parents – 'Believe, Achieve, Succeed' and Learner Values via newsletters, website, central displays, assemblies etc. 	<p>Head teacher Subject Leaders Governors with subject responsibilities Curriculum and Standards (CAST) sub committee Full Governing Body</p>	<p>Sept 2018, then termly review Sept 2018, then termly review Sept 2018 Sept 2018 Feb 2019 May 2019 March 2019 Sept 2018 and ongoing</p>	<ul style="list-style-type: none"> • All governors can articulate the vision of the school. • The vision is consistently set out in relevant school documents. • The school's values, vision and aims are shared clearly on the school website. • Governors play a significant role in championing a vision that is shared and owned by all. • The governing body is influential in setting the strategic direction of the school and the priorities and targets of the school improvement plan. • The governing body monitors progress against the milestones in the school improvement plan and evaluates the impact of school improvement work undertaken in line with the 2018-2019 monitoring and evaluation timetable, with particular focus on the key areas for development identified by the 2016 Ofsted inspection. • Governors monitor how effectively policies support the ethos of the school.

Theme 2: EFFECTIVE GOVERNANCE AND STATUTORY DUTIES

Evaluative Questions:

- How does the GB ensure that all statutory policies and documents are in place?
- How does the GB ensure that the school meets statutory requirements relating to safeguarding, pupil care and wellbeing?
- How does the GB ensure that the school meets statutory requirements relating to Special Educational Needs?
- How does the GB ensure that the school meets statutory requirements relating to the curriculum?
- How does the GB ensure that its meetings and other activities are focused consistently on pupil standards and school improvement?

(Actions cross-reference to CF1b Culture, value and ethos; CF1d Collaborative working with stakeholders and partners; CF1e Risk management; CF2c Financial framework and accountability; CF3a Building an effective team; CF4a Roles and responsibilities and CF5a Statutory and contractual requirements of the Competency Framework for Governors)

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> • All statutory policies to be reviewed and approved by the full governing body, REST or CAST sub committees as appropriate by their review date. • Nominated governor for evaluating compliance with statutory policies and statutory content on the website to review school documentation and website. Regular visits to school to meet with the Head teacher. Reports to the full governing body. • Statutory policies to be listed on the Governors' website page, with their location (paper based, live or on the website) and their review date. • Lead governor for Safeguarding makes regular visits to school to meet with the Safeguarding Lead and pupils, to evaluate impact of policies and procedures relating to safeguarding, pupil care and wellbeing and evaluate compliance with statutory requirements. Reports to CAST. • Lead governor for Inclusion and Pupil Premium makes regular visits to school to meet with the Inclusion leader and pupils, to evaluate impact of additional support on pupil progress and compliance with statutory requirements. Reports to CAST. • Lead governor for the Curriculum makes regular visits to school to ensure the school is meeting the full requirements of the National Curriculum and to evaluate how progress in Maths and English is accelerated through the wider curriculum. Reports to CAST. • Progress against school improvement plan priorities, milestones and pupil standards monitored through CAST committee and full governing body meetings by dates outlined in the 2018-2019 monitoring and evaluation timetable. • Policies relating to Health and Safety and statutory financial requirements monitored each half term through REST committee meetings and half termly visits by governor with oversight of Health and Safety. • All governors have opportunity to undertake training to inform their role. 	<p>Head teacher Nominated lead governor for compliance with statutory policies and website content</p> <p>Nominated lead governor for Safeguarding</p> <p>Inclusion leader Nominated lead governor for Inclusion</p> <p>Curriculum leader Nominated lead governor for Curriculum</p> <p>Curriculum and Standards (CAST) sub committee</p> <p>Resources Team (REST) sub committee Health and Safety governor</p> <p>Full Governing Body</p>	<p>By review dates listed on each policy Feb 2019, May 2019, July 2019</p> <p>Mar 2019</p> <p>Half termly visits 2018-2019</p> <p>Half termly visits 2018-2019</p> <p>Half termly visits 2018-2019</p> <p>Meetings each half term</p> <p>Meetings each half term</p> <p>By June 2019</p>	<ul style="list-style-type: none"> • All statutory policies are reviewed and approved by the relevant sub committee or full governing body as appropriate. • Governors ensure that all statutory policies are in place, are implemented consistently, reviewed in a timely manner and are easily accessible via the website. • The school's safeguarding work ensures pupils are safe, cared for and their wellbeing is at the heart of the school's work. • The school is inclusive; statutory requirements relating to SEND and inclusion are met and all pupils are supported in making good or better progress. • The school fulfils all requirements of the National Curriculum. Curriculum provision is vibrant and engaging for pupils. • School improvement work at Copley Junior School is rapid, leading to outstanding provision in all areas. Pupil achievement is outstanding. • The school's budget is balanced. The school provides excellent value for money. • The governor training calendar evidences governors have undertaken targeted training to support their role in evaluating school provision. Outstanding leadership is further embedded.

Theme 3: MONITORING AND EVALUATION

Evaluative Questions:

- What is the range of evidence/data that helps the GB to form judgements on standards of achievement, progress, teaching, behaviour and safety in the school? Is this sufficient to triangulate reports from the Head teacher?
 - What is the range of evidence/data that helps the GB to form judgements on standards of achievement and progress of pupils from particular groups (e.g. boys/girls; LAC; pupil premium)? Is this sufficient to triangulate reports from the Head teacher?
 - Do sufficient governors have a secure understanding of performance data to provide challenge and support in this area?
 - Is there a programme of focused governor visits to school to gather evidence on the implementation and impact of the school improvement plan?
 - Do the minutes of GB meetings provide sufficient evidence of governors' challenge and support to the school leadership?
 - Does the GB evaluate its own performance at least every other year and how are the outcomes of such reviews used? Is there a GB development plan?
- (Actions cross-reference to CF2a Educational improvement; CF2b Rigorous analysis of data; CF2f External accountability; CF6a Managing self-review and CF6b Managing and developing the board's effectiveness of the Competency Framework for Governors)

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> • Governors to establish the 2018-2019 Monitoring and Evaluation timetable, outlining the focus of sub committee/full board meetings and governor visits to evaluate evidence/data. This to be aligned to the priorities in the School Improvement Plan, as driven by the 2016 Ofsted inspection. • Governors to evaluate a wide range of evidence, including: <ul style="list-style-type: none"> *School documentation, including the School Improvement Plan; reports from the Head teacher and subject leaders (reports on the quality of teaching; anonymised Performance Management records; behaviour monitoring and attendance reports; parental and pupil surveys etc.) *Relevant datasets, including FFT; Governor Dashboard; Analyse School Performance; target setting and tracking data and analysis of cohorts and identified groups e.g. girls/boys, disadvantaged, SEN, EAL etc. *Visits to school – to meet with staff, pupils; to join lessons and school events; book review and pupil conferencing; evaluate the impact of the learning environment in supporting progress within lessons etc. • Structured governor visits by governors with specific roles that align to priorities in the School Improvement Plan. Evaluative questions agreed before the visit and recorded on the governor visit form with clear next steps. • Training for CAST members, the Assessment governor and for the full board on analysis of data, tracking and pupil progress data and the impact of additional interventions in accelerating pupil progress. • Annual review of the quality of governance by the LA Standards and Effectiveness Officer. Ensure outcomes of the review inform the Governor Action Plan for the following year. • Share overview of the monitoring work of governors e.g. termly governor newsletters to inform parents about the work of the governors, sample monitoring visit form on governor website page, tweets following governor visits etc. 	<p>Curriculum and Standards (CAST) sub committee</p> <p>CAST sub committee Governor with specific responsibilities for Inclusion, Safeguarding, Maths, English, Curriculum, Assessment and subject leaders Year group link governors Full Governing Body</p> <p>Governor with specific responsibilities as above</p> <p>CAST and full Governing Body Chair, Assessment governor and CAST sub committee Governor Action Plan working group All governors</p>	<p>Oct 2018</p> <p>Half termly CAST meetings Half termly governor monitoring visits with subject leaders Half termly year group link governor visits Half termly full board meetings</p> <p>April 2019</p> <p>June 2019 July 2019</p> <p>Dec 2018 and ongoing</p>	<ul style="list-style-type: none"> • Governor roles are aligned to priorities in the School Improvement Plan. • Governors are well informed about the standards of achievement, progress, behaviour and safety and are able to provide support and robust challenge in order to raise standards further. • Governor training has supported governors to fulfil their roles effectively. • Minutes of meetings evidence challenge and support to school leadership. • Governor visits provide sufficient evidence on the implementation and impact of the School Improvement Plan and impact positively on standards in school. • External review of the work of the Governing Body results in strengths being identified and areas for further improvement driving the actions for the 2019-2020 Governor Action Plan. • Termly governor newsletters etc. provide parents/carers with insight into the work and impact of the Governing Body.

Theme 4: STRENGTHENING SCHOOL LEADERSHIP (SUPPORT AND CHALLENGE)

Evaluative Questions:

- How do the headteacher, chair and other senior leaders work together to ensure that the GB focuses its work on school improvement?
- How does the GB use recruitment and training to ensure that it has the necessary range of skills, knowledge and expertise within its membership?
- How does the GB ensure that governors are allocated to committees and link governor roles to make best use of their skills, knowledge and expertise?
- How are new governors inducted onto the GB to ensure that they can contribute effectively as soon as possible?
- How does the GB develop leaders within the GB to ensure succession planning for GB leadership roles?
- Is there a code of conduct for governors and what is its impact on governors' behaviour and contribution to the GB?
- How does the GB ensure that all staff receive appropriate CPD? How does the GB evaluate the effectiveness of staff CPD?
- How is the GB involved in the appointment of senior staff at the school?
- What examples can the GB provide of the impact that it has made on the school (i.e. if there had been no GB, how would things have been different)?

(Actions cross-reference to CF2a Educational improvement; CF2b Rigorous analysis of data; CF3a Building an effective team; CF4a Roles and responsibilities and CF6a Managing self-review of the Competency Framework for Governors)

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> • Committees, full Governing Body and governors with specific responsibilities to ensure that the focus of work and agendas of meetings are aligned to the priorities identified by the school's Self Evaluation and School Improvement Plan, as driven by the 2016 Ofsted inspection. • Governors to complete the National Governors' Association skills audit annually. To evaluate collated data and ensure skills of governors are matched to their governor roles. Outcomes drive the appointments process for new governors as appropriate. • Training for CAST members on analysis of data in Analyse School Performance and for the full board. • Governor training on school assessment systems - use of Class Track, OTrack data analysis system, assessment, tracking and target setting systems and how this drives interventions and the provision map. Half termly visits by nominated Assessment governor. • Governors to access LA Governing training, network meetings etc. • Annual review of quality of governance by the LA Standards and Effectiveness Officer. Ensure the outcomes of the review inform the Governor Action Plan and training for governors for the following year. • Governor Induction Pack to be updated and shared via the website. • To establish a governor training log, in line with the governor visit log. • All governors to read, approve and sign the Governor Code of Conduct, Governor Visit Policy and Governor Induction Pack annually. • CAST sub committee to evaluate impact of CPD on quality of teaching. • CAST sub committee to be actively engaged in recruitment procedures. 	<p>CAST sub committee REST sub committee Full Governing Body</p> <p>All governors</p> <p>CAST sub committee Full Governing Body CAST sub committee Full Governing Body Assessment governor</p> <p>All governors</p> <p>CAST sub committee</p> <p>Head teacher</p> <p>Nominated governor All governors</p> <p>CAST sub committee CAST sub committee</p>	<p>From Sept 2018</p> <p>Oct 2018</p> <p>March 2019</p> <p>Sept 2018 and ongoing</p> <p>Half termly meetings June 2019</p> <p>Oct 2018</p> <p>From Sept 2018</p> <p>Oct 2018</p> <p>March 2019</p>	<ul style="list-style-type: none"> • Agendas and minutes of meetings, focus of governor visits reflect the school's identified priorities for improvement. • The annual skills audit reflects the experience and expertise of governors. Governors' roles are allocated in accordance with this. • Skilled and knowledgeable governors make an outstanding contribution to school improvement, demonstrated by their challenge to the school. • The Governor Induction Pack is available on the school website. Induction is effective, enabling new governors to contribute effectively to the work of the Governing Body. • All governors share a common vision and uphold the values outlined in the Code of Conduct, which is available on the website. • Governors, both individually and collectively, are able to evidence the impact they have made on the school. • Robust recruitment procedures result in the recruitment of high quality staff.

Theme 5: PERFORMANCE MANAGEMENT OF THE HEADTEACHER AND STAFF

Evaluative Questions:

- Has the GB adopted appraisal and pay policies that are consistent with the requirements for performance-related pay?
- Is the headteacher's appraisal informed by advice from an appropriate and independent external adviser?
- How does the GB monitor the headteacher's performance over the year?
- How does the GB monitor the implementation and impact of staff appraisal over the year?
- How does the GB ensure that performance objectives for all staff are SMART and focused on pupil achievement?

(Actions cross-reference to CF2e Staffing and performance management of the Competency Framework for Governors)

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> • CAST to review and approve the 2018-2019 Appraisal Policy and the full Governing Body to review and approve the 2018-2019 Pay Policy. • Full Governing Body to ensure that the Head teacher's Performance Management is informed by the LA Standards and Effectiveness Partner and targets set are driven by the 2016 Ofsted inspection outcomes and identified next steps for further school improvement. • The Head teacher's Performance Management sub committee to meet termly with the Head teacher to review progress towards the set targets. • The Pay committee and CAST sub committee to meet with the Head teacher to review anonymised performance management records of teaching and support staff in order to evaluate the rigour and impact of staff appraisal. • To provide Pay committee governors with information about the quality of teaching (anonymised lesson observations, book scrutiny, learning walks, analysis of standards and data) in order to evaluate if performance management objectives have been met. • Pay committee and CAST to review anonymised performance management records of staff to ensure leadership objectives are directly linked to School Improvement Plan priorities. • To provide governors with the information they need on assessment procedures so that they are able to evaluate and challenge outcomes with reference to performance related pay. 	Full Governing Body Head teacher's Performance Management sub committee LA Standards and Effectiveness Partner Pay sub committee CAST sub committee	Sept 2018 Oct 2018 Dec 2018 Termly review meetings Oct 2018 Feb 2019 March 2019 Oct 2019 Feb 2019 Oct 2018 and ongoing	<ul style="list-style-type: none"> • Policies for Appraisal and Pay in place that comply with statutory legislation. • LA Standards and Effectiveness Partner's guidance for governors ensures a rigorous process for the Head teacher's performance management. • Rigorous performance management procedures support teachers in raising further the quality of teaching and pupil progress and embedding outstanding leadership at all levels. • Rigorous performance management procedures support learning support assistants and HLTAs in raising further the quality of teaching and pupil progress. • Governors make rigorous pay decisions based on evaluation of performance management outcomes.

Theme 6: ENGAGEMENT WITH STAKEHOLDERS

Evaluative Questions:

- How does the GB listen to and understand the views of parents and pupils?
- How does the GB report to our parents and local community?
- Does the school website meet statutory requirements and does it provide useful information to parents and other stakeholders?
- How does the school collaborate with other schools? How does the GB evaluate the impact of these partnerships?

(Actions cross-reference to CF1d Collaborative working with stakeholders and partners of the Competency Framework for Governors)

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> • Governors to evaluate results of regular parent and pupil surveys and comments given:- *paper 'Parent View' survey (June 2018) *parental written feedback following 'express' events *surveys after curriculum presentations *Pupil survey (June 2018) *Review outcomes from the bi-annual Doncaster Pupil Health Survey (July 2019) <p>To ensure these are communicated with parents via the newsletters and website. Evaluation of surveys to inform action planning and next steps.</p> <ul style="list-style-type: none"> • At least one governor representative to attend all parent curriculum presentations. • Nominated governor to report to CAST to evaluate the involvement of Parent Forum and that the focus of meetings aligns with school development priorities. • Nominated governor to join some School Council meetings and meet with subject leader to evaluate impact of the School Council. Review with CAST and the full Governing Body. Evaluate impact of the School Council. • Nominated governors to meet with Sports Council, Eco Council, Mini Life Coaches and Anti-Bullying Ambassadors and meet with subject leaders to evaluate impact. Review with CAST and the full Governing Body. • Governors to take opportunities to evaluate views of pupils when visiting lessons. • Develop information about work of the governors on the school website. Share via the Governor website page the Governor Action Plan; information about governor roles; governor policies; overview of the monitoring work of governors e.g. termly governor newsletter, sample monitoring visit form on the governor website form, governor tweets following visits etc. • CAST to review opportunities and potential for mutually supportive partnerships with other schools to support school improvement and the strategy to deliver this. CAST to report back to the FGB. • Nominated governor to evaluate school's compliance with statutory documents and content on website. 	<p>Head teacher Subject Leaders Year group link Governors Governors with subject responsibilities Curriculum and Standards (CAST) sub committee Full Governing Body</p>	<p>Health Survey June 2019</p> <p>Curriculum presentations Nov 2018, Jan 2019, Feb 2019, July 2019 Half termly Parent Forum meetings</p> <p>Termly pupil Council governor visits</p> <p>Half termly visits</p> <p>Ongoing from Sept 2018</p> <p>Ongoing from Sept 2018</p> <p>Feb 2019 and ongoing</p>	<ul style="list-style-type: none"> • Parental surveys used to inform school's action planning and next steps. • Parent Forum is actively engaged and contributes to a positive school environment. Their views have a positive impact on school development. • Parents feel valued and listened to. • Pupil survey, formulated by the School Council, used to inform school's action planning and next steps. • School and Eco Council actively involved in leading school development. • Sports Council actively involved in developing P.E. and games in school. • Children feel valued and listened to. • School website shares information about the work of the governors e.g. governor action plan, visits to school. • School proactively involved in the local community and informed by best practice locally, regionally and nationally. • Reports from CAST enable the FGB to evaluate outcomes from partnerships with other schools and the impact on school improvement. • School complies with statutory policies. This is shared with parents via the website.

Theme 7: MATCHING RESOURCES TO VISION AND PRIORITIES

Evaluative Questions:

- How does the GB ensure that the pattern of the school's spending is consistent with school improvement priorities and projected income?
- Does the GB have a strategy for investing in the fabric, facilities and equipment of the school?
- What is the outcome of the most recent SFVS review?
- How does the GB monitor the spending and impact of pupil premium resources?
- How does the GB monitor the value for money of its spending?
- How does the GB ensure that pay awards to teachers reflect the quality of their teaching?

(Actions cross-reference to CF1e Risk management; CF2c Financial frameworks and accountability and CF2d Financial management and monitoring of the Competency Framework for Governors)

Actions we will take	Who?	When?	What success will look like
<ul style="list-style-type: none"> • The Resources sub committee (REST) to meet regularly round the financial cycle to review and monitor the school budget and ensure that the school stays within its annual budget plan. The REST committee to report back to the FGB. • Cost considerations from the CAST and Pay committees to be presented to the REST sub committee for review and approval. REST to evaluate if proposed spending is consistent with school improvement priorities and projected income before approval given. • The REST committee to formulate the proposed budget plan for 2019-2020, and that proposed spending is in line with school improvement priorities. To submit budget plan to the full Governing Body. • REST, CAST and full Governing Body to evaluate the spending and impact of Pupil Premium and Sports Premium resources through review of reports and data. To ensure information is available on the website. • Pay committee/CAST to review anonymised Performance Management records and ensure pay awards reflect the quality of teaching and leadership. • The REST committee to ensure budget is allocated to the priorities identified for the fabric, facilities and equipment of the school. • The REST committee to consider LA benchmarking data annually, to review levels of expenditure in similar schools as a driver for evaluation of how school resources are spent to ensure best value. • The REST committee to ensure best value procedures are adhered to. • The REST committee to ensure statutory financial policies and procedures are reviewed and approved annually. • The REST committee to evaluate annually the financial procedures linked to the School Financial Value Standards (SFVS) and then produce an action plan to improve systems further. • The REST committee to ensure that the School Fund is externally audited on an annual basis and recommendations acted upon. 	<p>Head teacher Resources Team sub committee (REST) Full Governing Body CAST sub committee Pay sub committee External auditor for School Fund</p>	<p>Half termly REST meetings Half termly FGB meetings March 2019 Half termly meetings Pupil Premium review – Nov 2018 Sports Premium review – Feb 2019 Jan 2018 March 2019 March 2019 audit</p>	<ul style="list-style-type: none"> • The school budget is balanced and prioritises spending on the priorities outlined in the School Improvement Plan. • Governors ensure best value so that the school makes best use of its financial resources. • Governors ensure that funding for Pupil Premium and Sports Premium has maximum impact on improved outcomes. • Governors ensure that Performance Management procedures are robust. Pay reviews are dependent upon the quality of teaching and leadership. • All financial policies and procedures are in place and comply with statutory legislation. • Financial procedures are robust and reflect best practice. Any identified improvements are identified in the SFVS Action Plan. • The external audit of School Fund evidences accurate accounting and robust procedures. Any recommendations are acted upon in a timely manner.