

Governing Board Action Plan: Progress and Impact Review Log

Progress and Impact Review (date of follow up visits/conversations)	Priority: Evidence of Progress (records/references)	Evidence of Impact
<p>25 March 2019 Reviewer met with: Andy Kitchen – Headteacher Alli Hamond - Chair of Governors and safeguarding link governor Mark Donne - Chair of Curriculum Committee James Cross - Chair of Health, Safety and Safeguarding Committee and Inclusion link governor</p> <p>Priorities from ERG June 2018</p> <p>1a) Ensure that assessment information from leaders provides governors with sufficient and accurate information to ask probing questions about progress for all pupils</p> <p>1b) Governors needs to demonstrate through the collation of <i>high-quality</i></p>	<ul style="list-style-type: none"> ▪ There is clear evidence in AIB/GB minutes of governors asking challenging questions around key priorities as set out in post Ofsted School Improvement Plan. ▪ Governor engagement is welcomed by the Headteacher who has worked with governors to ensure that the data presented is in a style which governors can readily understand and interrogate. This has led to significant improvement in how governors monitor and challenge standards and outcomes. ▪ There is strong evidence of a more forensic approach towards monitoring outcomes for disadvantaged pupils and 	<ul style="list-style-type: none"> ▪ Governors are providing more insightful challenge around pupil outcomes and are more confident in investigating the data presented to them. 'OTrack' has made a significant difference in enabling a greater depth of understanding around the data and there has been far more rigour in challenging in year progress of pupils across cohorts and groups. ▪ Governors are more knowledgeable about how data informs pupil assessment and how support strategies are monitored by teachers. They are therefore more confident to ask questions which drill beneath the surface of data in order to investigate what works well and what may need greater thought or different approach. There has been more


<p><i>evidence how well they provide challenge and hold the headteacher and senior leaders to account for pupil outcomes.</i></p> <p><i>2) Monitor the use of pupil premium funding and its impact on narrowing the gap between disadvantaged pupils and others who are not disadvantaged.</i></p>	<p>underperforming groups. For example, governors are able to give examples of how specific support strategies funded through pupil premium grant has improved punctuality and attendance of disadvantaged pupils.</p> <ul style="list-style-type: none"> ▪ Governors also seek external validation through collaboration and partnerships with other schools and through external consultants. ▪ Governors have more oversight around the curriculum and how learning is differentiated according to age and ability. ▪ Attendance has been the subject of greater scrutiny with governors probing persistent absence; who are they and what are the school doing about it? 	<p>scrutiny around how governors monitor the quality of teaching across the school.</p> <ul style="list-style-type: none"> ▪ Increased rigour around attendance monitoring and attendance is improving. ▪ Governors also look to validate the judgements contained within the SEF and have triangulated evidence to corroborate the HT/SLT findings.
<p>Comments</p> <ul style="list-style-type: none"> ● Governance has improved significantly since the ERG in July 2018. There is a real sense of purpose and energy targeted at achieving the priorities set out post Ofsted (April 2018). Governors have a clear understanding of their roles and responsibilities and are very knowledgeable about the school. 		

- New governors have been recruited to fill identified skills gaps and a comprehensive induction programme coupled with regular training has meant it is now possible to distribute the 'workload' more widely rather than be overly reliant on a core group.
- Governor visits have been an important driver of effectiveness with an annual cycle of visits targeting key school priorities. Since September 2018 there have been more than a dozen visits themed around inclusion, safeguarding, behaviour for learning, teaching and learning and pupil premium, each with a specific focus. Pleasingly, all visits are meticulously recorded and provide evidence of governors contributing to a culture of high expectations for all pupils and exercising vigilance around the importance of safeguarding.
- Governors are well informed about the progress of all pupils. They routinely interrogate the data and use this to ask insightful and challenging questions aimed at driving up standards and seeking assurances that the needs of all children are being met, especially those with SEND.
- The Chair of Governors has worked tirelessly with the headteacher to ensure that the lessons learned from the Ofsted inspection are acted upon and that senior leaders and governor's work together to make all necessary improvements to regain their 'good' judgement. The pace of change and trajectory of travel are most encouraging (and evidence based).
- I am confident that governance is developing as a real strength at Stafford Leys and from the evidence presented before and during the PIR meeting, I consider governance to be very effective.
- I strongly recommend a further ERG in the autumn term where further evidence of progress and impact will secure a very positive judgement about governance.

Matt Miller MBE
March 2019

Signed: Chair of Governors

Signed: Reviewer

PIR Plan agreed and ratified by Governing Board	Alli Hammond	
	Date: 30.3.19	Date: 30.3.19