

## Tottenham Infant School Governors' action plan 2019-2020

**Governing Board Role:** To ensure governors fulfil their strategic role in support and challenge in order to achieve the school priorities

<b>School Priorities</b>	<ul style="list-style-type: none"> <li>• To continue to develop challenge for all pupils, particularly the most able pupils to enable them to improve their thinking skills in all curriculum areas</li> <li>• To improve the number of pupils reaching the expected standards in the Year 1 Phonic screening check</li> <li>• To ensure that all leaders are focussed on improving teaching and raising achievement</li> <li>• To accelerate progress of pupils in Reception they are well prepared for Year 1</li> <li>• <b>To improve the level of parental engagement to equip parents to successfully support their children</b></li> <li>• <b>To develop the whole school curriculum to ensure progression in skills across EYFS and KS1</b></li> </ul>				
<b>Governing body priorities</b>	<ol style="list-style-type: none"> <li>1. To hold the school leaders to account in raising ambitions regarding raising pupils' outcomes</li> <li>2. To review and ensure that improvements in standards are accelerated</li> <li>3. To ensure that priority is given to improvements in teaching</li> </ol>				
	<b>Objective</b>	<b>Key person(s)</b>	<b>Actions</b>	<b>Success criteria / Impact</b>	<b>Target Date</b>
<b>1. Governance</b>	Ensure the governing body (GB) has an effective and efficient structure and function	Chair / All	<ul style="list-style-type: none"> <li>• Review structure for GB meetings, with full GB meetings to be held every half term adjusted in line with data drops and LA feedback</li> </ul>	<ul style="list-style-type: none"> <li>• All governors have oversight of school finances and standards</li> <li>• Ensure meetings are quorate and appropriately scheduled</li> </ul>	Autumn (1) 2019
	To appoint new Governors to fill key vacancies	HT / Chair / All	<ul style="list-style-type: none"> <li>• Elect / appoint new governors to the GB</li> <li>• Review roles and requirements for the GB</li> <li>• Appointment governors into all key roles</li> </ul>	<ul style="list-style-type: none"> <li>• All governor vacancies are filled</li> <li>• GB roles fulfil school objectives and priorities</li> <li>• Governors are aware of responsibilities of individual roles</li> </ul>	Autumn (2) 2019
<b>2. Challenge &amp; Performance</b>	The Governing body hold the Headteacher and Senior Leaders to account	All / Rapid Recovery Team / HT Performance review team	<ul style="list-style-type: none"> <li>• Governors are aware of the targets set for the current school year and have agreed them.</li> <li>• GB analyses school performance data for</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have a good understanding of the school's data</li> <li>• Governors understand fluctuations in performance data</li> </ul>	Every half term

			<p>evidence of targets being achieved</p> <ul style="list-style-type: none"> <li>Identified governors monitor data or other indicators relating to their specific area (e.g. numeracy, phonics etc)</li> <li>Governors agree realistic performance targets for the Headteacher</li> </ul>	<ul style="list-style-type: none"> <li>Governors know what course of action or interventions school has put in place to address any fluctuations</li> <li>The governing body is clear that school on course to reach or exceed targets for pupil outcomes</li> <li>Headteacher meets performance targets</li> </ul>	
	The Governing body provide robust challenge to key performance data across the school	All / Rapid Recovery Team	<ul style="list-style-type: none"> <li>Governors make regular visits to the school</li> <li>Governors review and challenge the HT report to governors</li> <li>Governors review relevant school data and compare to local / national data</li> </ul>	<ul style="list-style-type: none"> <li>Governors undertake regular visits to the school and share feedback from recent visits in FGB meetings</li> <li>Governors understand the data, in terms of progress being made overall and within specific cohorts and target groups, e.g. defined by gender, SEND, vulnerable groups, etc.</li> <li>Governors are aware how the school is performing against local and national standards</li> <li>Minutes of FGB and rapid recovery group evidence that governors appropriately interrogate and challenge performance data</li> </ul>	Every half term
<b>3. Training &amp; Development</b>	The governing body is able to self-review it's own performance and development	All Link Governor	<ul style="list-style-type: none"> <li>Governors attend appropriate training to develop skills &amp; understanding</li> </ul>	<ul style="list-style-type: none"> <li>New Governors are GAP training</li> <li>Existing governors refresh</li> </ul>	Throughout the year

	plan where necessary		<ul style="list-style-type: none"> <li>• Governors complete a skills audit</li> <li>• Governors trained in new expectations for Ofsted Framework</li> </ul>	<p>training as needed</p> <ul style="list-style-type: none"> <li>• New governors will be appointed to support the skills set of the Governing Body</li> <li>• The GB is fully able to meet objectives</li> </ul>	26 <sup>th</sup> November
<b>4. Vision &amp; Communication</b>	<p>The governing body hold a shared vision for the school, which is clear, understood and communicated to pupils, parents, carers and staff.</p> <p>The governing body engage effectively with stakeholders to support the school vision</p>	All	<ul style="list-style-type: none"> <li>• Governors invited to Inset Day to contribute to Review and Evaluation</li> <li>• Governor hub is used to share information</li> <li>• Governors attend events throughout the year</li> <li>• Governors to increase profile within the school - introduce themselves via Newsletter</li> </ul>	<ul style="list-style-type: none"> <li>• Governors have a shared understanding of the school vision &amp; values</li> <li>• The Governors Improvement Plan will be published on the school website</li> </ul>	Throughout the year