

Tickhill Estfeld Primary School

Governors' Action Plan 2024-25

The role of the governing body is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for education and financial standards at Tickhill Estfeld Primary School. Our four core functions are:

- Ensure clarity of vision, ethos, and strategic direction
- Holding leaders to account for the educational performance of the school and its pupils and the performance management of staff
- Overseeing the financial performance of the school and making sure its money is well spent
- Ensuring the voices of stakeholders are heard

The Governing Body action plan is organised around seven key themes:

Theme 1 Vision, ethos and strategic direction

Theme 2 Effective governance and strategic duties

Theme 3 Monitoring and evaluation

Theme 4 Strengthening school leadership (support and challenge)

Theme 5 Performance management of head teacher and staff.

Theme 6 Engagement with stakeholders

Theme 7 Matching resources to vision and priorities

The intent of the Governing Body Action Plan is to set out the plan for the actions of the Governing Board throughout this academic year.

Members of REST Committee (Resources and staffing)

Liz Pickering (chair), A Painter (head), R Ranson, L Pickering, D Clark, V Slingsby, J Forster, L Fisher (associate member)

Members of CAST Committee (Curriculum and standards)

S McGrath (chair), A Painter (head), L Reeves, R Ranson, N Sweeney, W Taylor, D Clark, R Tyler,

Governors with specific responsibilities

Area	Governor responsible	Duties
Special Educational Needs and Disabilities	W Taylor	SEND meeting with SENDCO termly with specific focus related to SIP
Looked After Children	S McGrath	LAC meeting termly when applicable
Safeguarding	S McGrath	Monitor SCR termly Safeguarding report to FGB termly Keep board up to date with statutory safeguarding and CP guidance. Ensure governors & staff have attended necessary training.
Finance	L Pickering	Oversee SFVS annually Review annual budget at REST Review annual financial priorities

Health and Safety	L Reeves	H&S monitoring school visit termly
Curriculum and Standards	W Taylor, R Tyler, S Clark, N Sweeney, D Clark	Termly monitoring in line with SIP/SEF
Website compliance	D Clark	Website compliance check termly
Pupil Premium & Sports Premium	V Slingsby	Monitor termly
Wellbeing	W Taylor	Supervision with head termly Monitor via FB/ monitoring reports and discussions with staff
Admissions	R Tyler	Monitor Termly

School Improvement Plan (SIP) Priorities 24/25

Curriculum

- To further increase the percentage of pupils achieving greater depth in writing.
- To further embed Essential Spelling scheme across Key Stages One and Two
- To develop a love of writing for pupils in Foundation Stage and Year One.
- To develop an explicit writing process which is easily understood by pupils with pictorial representations.
- To establish a KS2 Phonics Intervention group to support the reading and spelling skills of KS2 pupils with a significant gap in their learning compared to their peer group.
- To further embed the multiplication curriculum in years 2-6.
- To handover the leadership of mathematics from AP to AT.
- To develop a whole school approach to the teaching of the multiplication tables.
- To evaluate the effectiveness of the WRM curriculum.
- To ensure that Flashback 4 is used in Key Stage 2 at the beginning of every maths lesson.
- To introduce curriculum drivers in history initially and then in other areas of the wider curriculum.
- To adapt assessment in foundation subjects to ensure mini quizzes and knowledge checks are used consistently.
- To continue to develop the role and scope of outdoor learning in the curriculum.
- To develop learning outdoors by developing resourcing and a long-term plan.

Behaviour and Attitudes

- To analyse results of second parental and pupil surveys regarding relational policy.
- To make adaptations to relational policy to ensure it is continuing to be effective.
- To clarify and make explicit the mantras related to the relentless routines associated with the relational policy and display around school ensuring they are a common language.

Personal Development

- To introduce and embed the child and family support worker role in school.
- To continue to access the support provided by With Me in Mind and tailor it to suit the needs of our pupils.
- To monitor and embed the careers related learning within all year groups.

Leadership and Management

- To adapt to the new roles within SLT. FM to take a lead on curriculum and standards for the first time.
- To handover the leadership of mathematics from AP to AT.
- To handover the chair of governor role to a new chair.
- To ensure other staff in school participate in training to ensure they are able to apply for senior leader roles in the future.

Early Years

To ensure that all pupils have their own personalised learning journeys which are carefully planned and monitored, a next steps assessment document will be created and used for all pupils in the Foundation Stage.

To ensure that continuous provision is fully embedded in Year One.

Inclusion

To introduce a new SEN plan to reduce staff workload and ensure plans fulfil the information requirements for funding applications.

To train all teachers and TA's in Autism Essentials so that new and emerging needs can be identified, and pupils with current C&I / ASD needs can be well supported by accurate provision planning and delivery of interventions.

To develop a comprehensive understanding of the LAs new funding system and to apply the changes to SEN work at Estfeld to ensure funding for children with high needs is maximised to ensure their needs are met.

To ensure that the SENCO has the statutory training to fulfil the role in its entirety.

Action Plan 2024-25

Priorities

Our main priorities as a board this academic year will be to focus on writing, maths, outdoor learning and the new role of family support worker.

As well as this we will monitor the points below in line with the School Improvement Plan.

What do we want to Monitor?	How will this be achieved?	When will it happen and be completed?	What will success look like/ what is the impact ?
<p><u>Curriculum</u></p> <p>Writing & reading</p> <p>Maths</p> <p>History</p> <p>Outdoor learning</p>	<p>Curriculum and standards monitoring (lesson obs, learning walk, book scrutiny, staff discussion, SLT discussion, pupil voice)</p> <p>Relevant subject leaders to provide input to CAST meetings</p> <p>SLT feedback to FB/CAST</p>	<p>Termly monitoring for ongoing progress</p>	<p>Positive peer support feedback</p> <p>Improving assessment outcomes.</p> <p>SLT discussions demonstrate development/progression</p> <p>Curriculum lead for outdoor learning meets targets.</p> <p>Staff making full use of outdoor learning resources.</p> <p>Subject leads can feedback positively their success in curriculum intent development and time given to monitor.</p>

What do we want to Monitor?	How will this be achieved?	When will it happen and be completed?	What will success look like/ what is the impact ?
<p><u>Behaviour and attitudes</u></p> <p>Relational policy</p> <p>Parent survey feedback</p>	<p>Feedback from SLT to FGB/CAST</p> <p>Governor ongoing monitoring of developments of relational policy</p>	<p>Termly monitoring</p>	<p>SLT are able to share developments, change and successes in relation to Relational policy.</p> <p>For staff and governors to be embrace the cultural changes this will bring to Estfeld.</p> <p>All staff to understand the relational policy and the impact on day to day school life.</p> <p>Staff and pupils can share their knowledge and awareness of the policy</p> <p>Second parent survey implemented, high response rate and feedback given to governing board and other stakeholders.</p>

What do we want to Monitor?	How will this be achieved?	When will it happen and be completed?	What will success look like/ what is the impact ?
<p><u>Personal development</u></p> <p>To introduce and embed the child and family support worker role in school.</p> <p>To continue to access the support provided by With Me in Mind and tailor it to suit the needs of our pupils.</p> <p>To monitor and embed the careers related learning within all year groups.</p>	<p>C&S monitoring (learning walk, pupil voice, staff discussions, SLT feedback, book scrutiny newsletter).</p> <p>Head teacher reports.</p> <p>Feedback re WMIM to FB/CAST meeting.</p> <p>Careers curriculum lead to feed into FGB/CAST.</p>	<p>Termly monitoring</p>	<p>Receive positive feedback in relation to role from family support worker/SLT/families involved.</p> <p>WMIM worker accessed by parents/staff/pupils and offering support.</p> <p>Staff aware and can demonstrate their use of how the careers curriculum is embedded within school</p> <p>Careers curriculum implemented and children able to comment positively</p>

What do we want to Monitor?	How will this be achieved?	When will it happen and be completed?	What will success look like/ what is the impact ?
<p><u>Leadership and management</u></p> <p>To adapt to the new roles within SLT. FM to take a lead on curriculum and standards for the first time.</p> <p>To handover the leadership of mathematics from AP to AT.</p> <p>To handover the chair of governor role to a new chair.</p> <p>To ensure other staff in school participate in training to ensure they are able to apply for senior leader roles in the future.</p>	<p>SLT discussion during monitoring.</p> <p>Head teacher report.</p> <p>Curriculum and standards monitoring (lesson obs, learning walk, book scrutiny, staff discussion, SLT discussion, pupil voice)</p> <p>Relevant subject leaders to provide input to CAST meetings</p> <p>SLT feedback to FGB/CAST</p> <p>SLT to contact relevant governors if their knowledge/skills can be made use of</p> <p>FGB meeting election for new chair</p> <p>Chair discussion with SLT</p>	<p>Ongoing termly monitoring</p>	<p>FB report received updates re ongoing leadership CPD and plans moving forward.</p> <p>SLT to have met with relevant governors and shared successful shift to FM being curriculum lead.</p> <p>Head teacher to have relinquished relevant role to AT.</p> <p>New Chair of Governors elected, trained and developing in role</p> <p>Staff identified and registered for SLT training</p>

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<p>Early Years</p> <p>To ensure that all pupils have their own personalised learning journeys which are carefully planned and monitored, a next steps assessment document will be created and used for all pupils in the Foundation Stage.</p> <p>To ensure continuity of provision in Year One.</p>	<p>SLT discussion during monitoring.</p> <p>Head teacher report.</p> <p>Curriculum and standards monitoring (lesson observation, learning walk, book scrutiny, staff discussion, SLT discussion, pupil voice)</p> <p>Early Years lead to input to CAST meeting</p>	<p>Ongoing termly monitoring</p>	<p>Via monitoring, governors can observe and pupils can share their learning journeys.</p> <p>EY staff are able to evidence effective use of planning, monitoring and impact via next steps assessment document.</p> <p>Year one teaching staff seen to have clear and planned transitions.</p>
<p><u>Inclusion</u></p> <p>To introduce a new SEN plan to reduce staff workload and ensure plans fulfil the information requirements for funding applications.</p> <p>To train all teachers and TA's in Autism Essentials so that new and emerging needs can be identified, and pupils with current C&I / ASD needs can be well supported by accurate provision planning and delivery of interventions.</p> <p>To develop a comprehensive understanding of the LAs new funding system and to apply the changes to SEN work at Estfeld to ensure funding for children with high needs is maximised to ensure their needs are met.</p> <p>To ensure that the SENCO has the statutory training to fulfil the role in its entirety.</p>	<p>SEND monitoring</p>	<p>Termly monitoring</p>	<p>New SEN plans implemented and being used efficiently and effectively and being communicated across relevant year groups.</p> <p>Teaching staff and TA's to have completed relevant training and demonstrate awareness within the classroom</p> <p>SLT, SENCO and business manager to share knowledge and understanding and use of new funding system.</p> <p>SENCO has completed necessary statutory training.</p>

What do we want to Monitor?	How will this be achieved?	When will it happen and be completed?	What will success look like/ what is the impact ?
Statutory monitoring (if not included above) Health and safety Finance Safeguarding SEND LAC Website compliance Premiums Wellbeing	Area relevant monitoring to take place termly. Learning walks Head teacher reports SLT discussion Input to FB/committee meetings Pupil voice Staff discussion/FGB/Committee discussion	Ongoing termly monitoring	H&S issues identified and addressed Budget managed and avoiding deficit Concerns identified, recorded and referred. Relevant agencies involved with children and families identified. Pupils with need identified and recorded. Plans in place and reviews timely. Pupils with need identified and recorded. Needs understood and met, relevant plans in place and reviews timely. Website up to date and compliant. Monies spent recorded and shared Any issues dealt with in timely manner. Content staff team and pupil body

Opportunities for engagement with stakeholders

Stakeholder	How have they been engaged
SLT	FGB, CAST, REST meetings. Termly monitoring. School visits.
Staff	Termly monitoring visits. Invitation to FGB for focussed discussion. Staff governor.
Pupils	Monitoring to include learning walks and discussion with pupils. Focus groups of pupils to be met with in regard to specific areas of monitoring
Parents/carers	Drop in sessions offered. Letters to parents. Information on website.

Governor Visits (to monitor progress towards targets in the School Improvement Plan)

To be updated as monitoring takes place

Autumn Term

<u>Area of monitoring</u>	<u>Date completed</u>	<u>By</u>
SEND	11/11/24	WT
LAC	N/A	AO
Safeguarding	15/10/24	SM
Finance	12/12/24	LP
Health & Safety	8/10/24	LR
Curriculum & Standards	25/11/24 10/12/24	AO/CC/WT
Website compliance	8/9/24	LR
Wellbeing	4/11/24	AO
Premiums	TBC	WT

Spring Term

<u>Area of monitoring</u>	<u>Date completed</u>	<u>By</u>
SEND		WT
LAC		SM
Safeguarding		SM
Finance		LP
Health & Safety		LR
Curriculum & Standards		WT/RT/DC/NS/SM
Website compliance		DC
Wellbeing		WT
Premiums		VS
Attendance		RT

Summer Term

<u>Area of monitoring</u>	<u>Date completed</u>	<u>By</u>
SEND		WT
LAC		SM
Safeguarding		SM
Finance		LP
Health & Safety		LR
Curriculum & Standards		WT/RT/DC/NS/SM
Website compliance		DC
Wellbeing		WT
Premiums		VS
Attendance		RT