



Hunslet Carr Primary School
Leeds



Hunslet Carr Primary School

Governor Action Plan

2015-16

High expectations, Caring, Positive Attitudes and Successful

Key Area: Do we have the right skills on the governing body

Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
Governor visits to school – establish alternatives for governors who are not able to visit between 9.00-3.30	Increased governor involvement and scrutiny.	Consider: <ul style="list-style-type: none"> • Book scrutiny sessions • Curriculum meetings with staff links • Attendance at pupil progress meetings • Website audit 	Chair to discuss with Headteacher	Governors to report in committee or FGB meetings.	By end of autumn term.	None.
Governor visits - reporting process	Consistency of approach and increased evidence for Ofsted	All governors to complete the governor visits form after every visit, including end of year meetings with subject leaders	All governors	Governors to report visits undertaken in committee or FGB meetings so these can be recorded in the minutes.	Immediately	Governor visits form has already been circulated.
Training - co-ordination and recording	Greater focus on training available and completed	<ul style="list-style-type: none"> • Assign a governor with responsibility for training • Create a file to record all training completed 	Kimberley Ellis	Training file to be brought to every FGB meeting to be updated by governors	Immediately	None

Training - Utilisation of free training provided through GEL.	Governors extending their knowledge on own areas of responsibility and committee aspects	GSS to share guidance on how to access GEL with all governors.	All governors to make use of free material on the governor e-learning site.	Governors to report modules completed under the governor development item.	Immediately/ ongoing	None, can be managed by training governor.
Training - Induction or refresher training.	All governors to have a clear understanding of the duties and responsibilities of the governing body.	All new governors to attend induction 1 and 2 and existing governors to consider attending rejuvenate your governance course.	All governors	Governors to report modules completed under the governor development item	Ongoing .	Training budget available.
RAISEonline	Improved governor knowledge of school performance data.	Headteacher to arrange session to be delivered by SIA.	All governors.	Governors to report training completed under the governor development item	Agree a date by end of autumn term	None
Property management	To address the identified gap – no governors have good or excellent knowledge of this.	Address when recruiting new governors	Chair	By reviewing skill set of candidates before they are co-opted.	Ongoing	None
Cluster / COGs	To address the identified gap – no governors have good or excellent knowledge of this.	Headteacher to schedule a presentation to governors, possibly in a Pupil Support committee meeting	All governors to attend	Governors to report training completed under the governor development item	By end of autumn term	None

Key Area: Are we as effective as we could be?						
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
Governor induction	New governors to be supported through the early stages and have a clear understanding of their responsibilities and how school works	Establish an in-school governor induction pack.	GSS to send template to Chair to be personalised for Hunslet Carr.	New governors to be asked for feedback on effectiveness and information provided	Induction pack to be developed by end of autumn term.	Draft induction pack from GSS.
Review skills of governors	An improvement in the reported skills and knowledge of governors from the audit completed in September 2015	Repeat the skills audit	GSS to co-ordinate with all governors	Agenda item for autumn term FGB meeting.	Complete at end of autumn term 2016.	None

Key Area: Are we fulfilling our statutory responsibilities						
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
1.Statutory duties	Greater evidence of how statutory duties are scheduled over the year and governor involvement	<ul style="list-style-type: none"> Arrange governor visits to monitor significant aspects, including how policies and procedures are being implemented 	Committee and FGB Chairs	To be reported to FGB	Immediately	None

		<ul style="list-style-type: none"> Consider presentation in meetings to increase awareness of statutory duties 				
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Key Area: Do we have a clear vision for the school?

Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
Positioning of vision on website	A strong and prominent vision with evidence of governor involvement.	<ul style="list-style-type: none"> Consider expanding the vision Include the highlights of the visioning session on the website 	Chair	To be reported to FGB	End December 2015	None
British values	Clarity for governors on how this is reflected in the curriculum and ethos of school	Staff presentations to be arranged in Pupil Support Committee	Pupil Support Chair	To be reported in committee minutes and to FGB	End of spring term	Availability of staff lead

Key Area: Are we having an impact on outcomes for pupils?

Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
Ofsted preparation	Governor awareness and readiness to be asked about key areas of importance and actions being taken	Headteacher to present data to L&T committee with a focus on priority areas and actions (e.g. boys writing)	Headteacher to facilitate through L&T committee meetings and members to agree a plan for governor visits	Will be a focus for L&T committee members	In next L&T meeting.	None

Key Area: Do we hold school leaders to account?						
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
Ofsted/RAISE data dashboard – new dashboard will be the focus of attention in future Ofsted inspections.	Governor knowledge of data presented and school progress over time including	<ul style="list-style-type: none"> • Headteacher to present data to L&T committee with a focus on priority areas and actions (e.g. boys writing) • Governors to monitor progress in governor visits and challenge progress made 	All	Through challenge in FGB and L&T committee meetings	End of spring term	None

Key Area: Are we properly engaged with our school community, the wider school section and the wider world?						
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	Deadline	What resources and training are needed?
Listening to pupils, parents and staff	More visibility of existing feedback routes and current issues	<ul style="list-style-type: none"> • Invite the school council to present to Pupil Support • HT to report any concerns raised by staff to committee as appropriate 	Headteacher and Committee Chair	Through evidence in minutes	By end of spring term	Availability of pupils

COGS	Greater governor understanding of relationships and initiatives underway	Headteacher to consider how to raise awareness	Headteacher	Through monitoring the action plan	By end of spring term	None
Visibility of governing body	More awareness of members and what the governing body is involved in	<ul style="list-style-type: none"> • Update membership and attendance lists on the website • Consider publishing FGB minutes on the website • Establish a termly governor newsletter and an annual statement • Update the governor board in the entrance 	All governors	<p>Through evidence of discussion in minutes</p> <p>Via a website audit</p>	By end of spring term	Time for uploading information to the school website/ writing a newsletter