

Crook Primary School - Governor Action Plan 2017/8

Improvement Action including people responsible.	Time Scale	Resources	Measure /impact of improvement	Monitoring and evaluation
<p><i>Improve outcomes and narrow gaps for PP pupils;</i></p> <ul style="list-style-type: none"> • Develop monitoring by Literacy and numeracy governors in order that they can make more informed decisions. • Improve governors' understanding of data presented so that all governors can challenge effectively. • Monitor attainment and progress of more able, PP and any other group causing concern and challenge any weak areas. • Consider any resource implications and ensure leaders provide evidence of impact on outcomes. <p>Responsible : All governors Literacy and maths gov. Assessment lead PP governor Finance committee</p>	<p>Autumn term and ongoing across the year</p>	<p>Time for monitoring visits</p>	<p>Outcomes improve and there is good evidence that gaps are closing for PP children.</p> <p>The % of pupils working at greater depth increases.</p>	<p>Gov visits/ team meetings/ discussions with leaders</p>
<p><i>Monitor and support actions to improve the quality of teaching and learning.</i></p> <ul style="list-style-type: none"> • Consider the implications for the budget on the new staffing structure and a coaching approach. (CPD/ time spent out of class/ cover costs etc) • Link the information given about lesson observations to the data presented when considering the effectiveness of teaching. • Monitor carefully the % of pupils working at greater depth to ensure more able children are achieving their potential. 	<p><i>Autumn term meeting and team meeting</i></p> <p>When new national data is available.</p> <p>PM</p>	<p><i>Budget for coaching</i></p>	<p>Judgements from HT on lesson observations</p> <p>School data And national data</p> <p>% of pupils working at Greater depth increases</p>	<p>Gov meetings</p> <p>Data analysis</p> <p>Performance management review meetings</p>

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<ul style="list-style-type: none"> Challenge underperformance by teachers which is evidenced in progress data. <p>Responsible: HT – monitoring information Finance committee Leaders at all levels Individual governors on PM committee</p>	reviews- autumn term			
<p>Monitor the impact of the nurture provision on the outcomes for the children involved.</p> <p>Actions:</p> <ul style="list-style-type: none"> Discuss all planning and safety regulations and ensure they are in place for the building. Identify a governor to monitor the impact of this extra provision on outcomes for identified pupils, attendance, behaviour and attitudes. Monitor the number of pupils using the nurturing unit and review in a termly basis. Ensure staff have relevant training to make best use of this resource. Monitor the impact on outcomes for pupils including any improvements in behaviour, attendance or attitude. <p>Responsible: Headteacher Inclusion leader - reports to govs School office manager – attendance data for govs Identified governor’s monitoring. All governors – challenge and support</p>	Autumn/Sp ring term	Identify any funding required for resources/ staffing	Identified children are tracked and the school provides evidence of impact.	Through the identified governor and HT reports. Attendance and behaviour data. Reports from inclusion leader and PSA
<p>To continue to challenge leaders to provide a broad and balanced curriculum tailored to the needs of Crook pupils.</p> <ul style="list-style-type: none"> Increase the monitoring of foundation subjects by the 		New resources for curriculum	Evidence in books and displays showing work for	Book scrutiny Displays

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<p>curriculum governor/s.</p> <ul style="list-style-type: none"> • Plan for termly meetings with curriculum governors and AHT who is leading on curriculum development- to report on curriculum development in foundation subjects. • Plan some learning walks around the school to look at evidence of foundation subjects – led by the curriculum leader. • Monitor assessment of foundation subjects at termly Achievement and standard meeting holding curriculum lead to account. <p>Responsible: All governors Curriculum governor/s Curriculum leader</p>	<p>1st meeting – Autumn term</p> <p>End of each term.</p> <p>Termly in Achievement meetings</p>	<p>areas.</p> <p>Governor time.</p>	<p>all curriculum areas.</p> <p>Reports from curriculum leader.</p> <p>Governor monitoring and meetings</p> <p>Assessment information shows clearly the % of pupils working below, at and above ARE in all agreed subjects.</p>	<p>Reports Visits</p> <p>Minutes</p> <p>Assessment information</p>
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