

**Priority: To strengthen governor monitoring holding middle leaders to account whilst at the same time developing them professionally.**

**AIMS:**

- To establish protocols and systems for monitoring in school with particular reference to reading, writing and metacognition .
- To ensure that governors feel confident in monitoring within school.
- To hold middle leaders to account whilst providing constructive feedback to increase confidence and to allow them to professionally develop.

<p><b>Problem (Why?)</b></p>	<p><b>Implementation Activities (How will it be done?)</b></p>	<p><b>Implementation Outcome (How well?)</b></p>
<ul style="list-style-type: none"> <li>● A deep dive into reading (internal – Nov 2020) showed:               <ul style="list-style-type: none"> <li>- A lack of reading at home</li> <li>- Access to books limited</li> <li>- Little support from parents listening to children read</li> </ul> </li> <li>● During lockdown few pupils across the school read any books at home, with some with no books at home. Pupils were reliant on online access to read books.</li> <li>● Pupils’ comprehension skills are limited.</li> <li>● Pupils have a lack of vocabulary/cultural capital when starting school due to poor reading skills.</li> <li>● Pupils have a perception that reading is just ‘stories’</li> <li>● There has been a significant budget investment in books ( £22,00) and these need to be used to ensure reading standards increase.</li> <li>● Children have been affected academically through successive lockdowns. Governors need to monitor the effectiveness of metacognitive approaches to ensure that they are embedded to good effect.</li> <li>● Writing continues to be an issue in school which has been exacerbated by lockdowns.</li> </ul>	<ul style="list-style-type: none"> <li>● A reading and writing Governor task group will be established to monitor the effectiveness of CPD for staff as well as standards and progress.</li> <li>● This task group will undertake a “ termly deep dive” into reading to hold English leads to account from Spring term.</li> <li>● The task group will also meet with English lead, early reading lead and KS1 leader to monitor progress of reading and writing whilst at the same time giving middle leaders the opportunity to be held accountable to external partners</li> <li>● A metacognition task group will also be established to monitor the effectiveness of CPD for staff.</li> <li>● DHT will provide training in metacognition for governors. ( Autumn term)</li> <li>● Task group will undertake a termly “ deep dive” into metacognition. This will involve talking to staff about the effectiveness of their CPD and having a pupil focus group to ensure that metacognition is embedded into classrooms across the school.</li> <li>● Governors will report back from both task groups in the termly governor “ team “ meetings.</li> </ul>	<p><u>SHORT TERM:</u></p> <ul style="list-style-type: none"> <li>● Governors have a good understanding of the improvement priorities of the school</li> </ul> <p><u>MEDIUM TERM:</u></p> <ul style="list-style-type: none"> <li>● Governor effectiveness is high. They can hold middle leaders to account fully</li> </ul> <p><u>LONG TERM:</u></p> <ul style="list-style-type: none"> <li>● Governor effectiveness is very high. They can provide a sharp insight into school improvement priorities and provide support in shaping the strategic direction of the school.</li> </ul>

Significant senior leadership time will be used  
in 2021-22 and this needs monitoring