Governor Monitoring Plan linked to the School Improvement Plan

Spring Term 2025 ***(by March 2025)***

**Priority 1:**

**Strengthen leadership at all levels so that all leaders can precisely identify key priorities, what actions need to be taken and closely monitor and evaluate the impact of their work on the quality of teaching and outcomes.**

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| Expected Outcomes **March 2025** | Governor/ Committee/FGB | Method of monitoring | Date | Expected impact | Impact towards priority |
| 1. Leaders and governors have evaluated the impact of their actions to refine and plan future priorities and actions. | FGB | Discussion recorded in **Governor Minutes.** |  | All governors:   * understand how priorities are identified * know the current priorities based on the review of current, reliable evidence and any benchmarking undertaken |  |
| 1. The SEF provides evidence of improvements leaders have made against the Ofsted grade descriptors with identified evidence. | FGB | Discussion and agreement **of updated SEF.** |  | Governors have an accurate, shared understanding of the current position of the school and its priorities |  |
| 1. Performance management mid-year reviews have taken place for all staff and leaders can evidence how they are holding others to account. | Head | **Report to Resources committee** |  | Governors know the appraisal process is compliant and following best practice.  Governors know teachers feel supported in their professional development. |  |
| 1. Senior leaders can articulate how they have supported and coached subject leaders and evidence the impact of this work. | Head | **Headteacher’s Report to FGB**  **SIP Visit Report** |  | Governors are confident that subject leaders are having a positive impact on children’s outcomes. |  |
| 1. Subject leaders (core and some foundation) can articulate the actions they have taken to support colleagues and the impact this has had on improvements in their subject. | Curriculum or FGB | **Subject leader reports** to governors  *(Subject areas to be agreed)* |  | Governors are aware of progress in specific subject areas across the school.  Governors understand the next priorities for these subjects and any barriers to addressing these. |  |
| 1. Leaders can evidence how they have quickly responded to the outcomes of monitoring and the impact these actions have had | Curriculum | **Subject leader reports** to governors  **Headteacher’s Report** to the FGB |  | Governors are confident the actions taken have led to positive outcomes for children. |  |
| 1. Governors can evidence their role in holding leaders to account for improvements to the consistency and quality of teaching and learning across the curriculum. | Curriculum and FGB | **Paperwork of the board** including:  Governor monitoring plan  Governor monitoring reports  Challenge in minutes |  | Governors know the strengths and weaknesses around the quality of teaching and learning.  Quality of teaching and learning is improving across the school. |  |
| 1. Leaders and governors have set a three-year balanced budget that will meet the needs of the school. | Resources  FGB | Different budget **scenarios scrutinised**  **Discussion of options and agreement** of a balanced budget recorded in Governor Minutes  **Budget monitoring** |  | Governors have a clear financial plan that allows the school to meet need and remain with a balanced budget. |  |
| 1. Leaders regularly monitor safeguarding records on CPOMs to ensure all concerns have clear chronologies and outcomes/resolutions. They analyse any emerging trends or themes and use these to support training. | Safeguarding Governor | **Meeting with DSL** to:  monitor record keeping processes and review anonymous examples  Discuss any safeguarding themes within school and the impact of any training  **ESAT Review** |  | Governors are assured that processes in the school allow children to stay safe and be protected.  Governors know the current areas of concern for the school and how these are being addressed. |  |

**Priority 2:**

**Improve the quality of teaching, learning and assessment so that all groups of pupils make accelerated progress and greater proportions achieve the expected standard and greater depth, particularly in writing**

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| Expected Outcomes March **2025** | Governor/ Committee/FGB | Method of monitoring | Date | Expected impact | Impact towards priority updated as evidence is considered. |
| 1. Internal data confirms that the proportions of pupils on track to achieve GLD, the Year 1 phonics standard and EXS/GDS will be sustained at KS1 and improved/at least in-line with national in KS2. | Curriculum Committee then FGB | **Data drop** to committee for discussion and challenge  **Headteacher’s Report**: target data provided to the board |  | All leaders are aware of:   * the pupil groups currently on track * any groups where additional support may be needed   Governors have reassurance that staff are aware of the children who will need support to reach the expected or greater depth standards. |  |
| 1. The planning of writing journeys and work in pupil’s books show that teachers have raised expectations of what pupils can achieve; they model what good writing looks like, pupils are taught the skills required and have quality opportunities to practice and apply them. | Lead Governor for Literacy and English  Reporting to FGB | **Meeting** and **Book Look** with **subject leader**  **Notes of Visit** from external consultants |  | Governors know:   * the training and support for staff and its impact of pupil’s writing journeys. * That all pupils across the school are being taught writing skills * That all pupils have quality opportunities to practice their skills * That there is consistency across the school |  |
| 1. The teaching in all classes is at least good and where there is any inconsistency, leaders can evidence support, coaching and challenge provided for teachers and the impact of this. | Head | **Headteacher’s Report**  **Notes of Visit** from external consultants |  | Governors can accurately evaluate the quality of education based on the overview from the head, the data drop information and other related evidence.  Governors are aware of any potential risks to the quality of education. |  |
| 1. Routines are embedded in practice and well understood by children. | Individual governors | **School visit**  **Pupil Voice** |  | Children know what they need to do and feel confident and able to do this. |  |
| 1. Leaders can evidence their monitoring against the agreed pedagogical essentials and the improvements to the quality of teaching. 2. Monitoring shows that teachers are increasingly using their assessment information to inform future planning. 3. Learning walks show that most teachers systematically monitor the progress of pupils in lessons and adapt lessons in response to emerging needs. | Curriculum Committee | **Headteacher’s report** following SLT observations, learning walks and drop ins.  **Notes of Visit** from external consultants |  | Governors know that:   * there is consistency of best practice across the school that is improving the quality of provision. * teachers are using assessment information to inform planning and to adapt teaching in the moment. |  |
| 1. Work in pupil books show that there are high expectations of the quality of work, with consistency evident in handwriting and presentation. 2. There is evidence in pupil’s work of the impact of adult feedback on pupil progress | Curriculum lead governors (with a staff member) | Supervised **Book Look** |  | Governors are aware that:   * the handwriting and marking policies are being followed and there is consistency across the school * Presentation is good across the school * There are high expectations of the quality of work * Children learn from adult feedback |  |

**Priority 3:**

**Implement a coherent and ambitious curriculum that meets the needs of XXX learners.**

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| Expected Outcomes **March 2025** | Governor/ Committee/FGB | Method of monitoring | Date | Expected impact | Impact towards priority |
| 1. The XXX curriculum, including knowledge progressions for each subject are understood by all staff. Teachers can articulate what they are teaching and why they are teaching it now? | Curriculum Committee | **Staff Voice**  **SLT monitoring**  **Notes of Visit** from external consultants |  | Governors know that the curriculum is in place for each subject and that children build on their knowledge across the school.  Governors know that teachers understand their role in delivering the school curriculum. |  |
| 1. Leaders have implemented a rolling programme of curriculum CPD and development, focusing on identified subjects each term. | Curriculum | **CPD programme**  **Headteacher’s Report** on the impact or outcomes from any training |  | Governors know that staff have received high quality and targeted CPD.  Governors can articulate the benefit to children of this staff training and development. |  |
| 1. Work in pupils’ books across the subjects that have been a focus in the autumn and spring terms show that work is carefully sequenced so that pupils build on prior knowledge and skills. 2. Work in pupils’ books show teachers are carefully considering task design and variation to ensure deep learning for all groups of pupils. | Curriculum | **Book Look summary from subject leaders/ SLT**  **Notes of Visit** from external consultants |  | For the subjects focused on:  Governors have confidence that pupils’ learning builds on their prior knowledge.  Governors know that sequences of learning are clear in pupils’ books.  Governors know that teachers are enabling all pupils to learn well. |  |
| 1. Assessment systems are being effectively used by teachers in the subjects that have been a focus. Teachers know gaps in what pupils know and remember and use this information to plan/adjust future learning. | Curriculum | **SLT monitoring**  **Notes of Visit** from external consultants |  | Governors know that teachers are using formative and summative assessment to support their planning, task design and lesson adaption for pupils. |  |
| 1. Subject leaders can talk confidently about the implementation of the subjects that have been a focus and can articulate what good teaching of these subjects looks like | FGB | **Subject leader report to governors** |  | Governors have confidence that the middle leaders have an accurate oversight of their subject across the whole school. |  |

*July 2024*