



Grazeley Parochial Primary School

'Be courageous; Be strong; Do everything in love'

1 Corinthians 16 v13-14

We are a loving community of courageous learners, building resilience and hope for the future based on our caring Christian foundation.

Governing Body Action Plan for 2021-22

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The Governing Body Action Plan is organised around seven key themes.

It cross-references the sixteen competencies outlined in the Competency Framework for Governors and the latest DfE Governance Handbook. The cross-referencing is shown in brackets, eg (CF1a – Setting Direction), indicating that the planned actions cross-reference to Standard 1a, Setting Direction in the Competency Framework.

Theme 1	Vision, Ethos and Strategic Direction
Theme 2	Effective Governance and Statutory Duties
Theme 3	Monitoring and Evaluation
Theme 4	Strengthening School Leadership (Support and Challenge)
Theme 5	Performance Management of the Headteacher 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 Body throughout the year.

The role of the Governing Body is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance at Grazeley Primary School. We have three core functions:

1. Ensure clarity of vision, ethos and strategic direction.
2. Holding leaders to account for the educational performance of the school and its pupils, and the performance management of staff.
3. Overseeing the financial performance of the school and making sure its money is well spent.

The school received a Section 8 Ofsted inspection in September 2019 and we were judged as remaining good but with some areas for improvement. We are due to receive a Section 5 Ofsted inspection sometime after January. The priorities raised in the Ofsted report were:

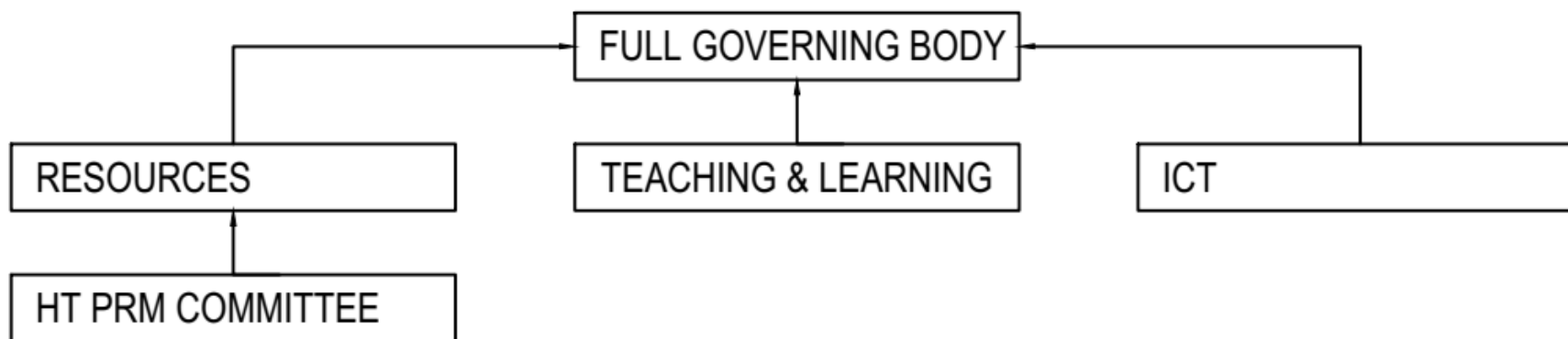
- The curriculum is not yet fully formed. Leaders need to ensure that careful planning across all subjects enables pupils to build on their prior learning, within lessons and over time.
- Subject leaders do not monitor closely the provision in their subjects, or use this information to inform plans for development. Leaders need to ensure that subject leaders further develop their skills in supporting and challenging teachers so that agreed approaches to learning are delivered consistently well.
- The teaching of reading should be prioritised by the school. Leaders need to ensure that the planning and teaching of reading closely matches pupils' needs. Children do not get off to a prompt start in learning their phonics. Leaders need to monitor the teaching of phonics to ensure that teachers are skilled and confident and that pupils acquire these early reading skills rapidly. In the early years, children should experience success in early reading by having books that are matched to their phonetic ability. Those pupils who struggle to keep up or fall behind should have teaching that tackles their misconceptions and helps them to catch up swiftly.

The School has a new Vision and will aim to disseminate and embed this, this year.

The previous year was very much disrupted by the Covid Pandemic. The School faces a series of particular challenges this year in addressing the practical issues of bubbles, social distancing, safety and well being at the same time as assessing the effect on learning progress through lockdown and identifying and integrating measures to help children catch up. We recognise that the health and well being of pupils and staff will be a particular consideration as we all re-adjust to school life.

The progress and impact of the Governing Body is monitored routinely and robustly. The Full Governing Body (FGB) provides the overview of the Action Plan and the progress and performance is monitored to ensure effective management of key priorities, aims and risks. Where appropriate, actions can and will be delegated to committees and individual governors.

The reporting structure is indicated below:



The way we aspire to work through the year is as per the Chart appended to this document.

Changes and progress will be tracked through the year and confirmed as below. Changes and progress on, or ahead of, target will be highlighted in green.

Progress in danger of slipping behind target will be highlighted in amber.

Progress behind schedule or not meeting objectives will be highlighted in red.

Date of review	Reviewed By	Comments.

The Governing Body

Name	Position	Roles
Miss Celia Thatcher	Ex-officio - Headteacher	
Mrs Jackie Clark	Staff Governor	T & L Committee,
Mr Steve King	Parent Governor	Resources Committee
Mr Darryl Ward	Parent Governor	Resources and T & L Committee
Mr Peter Lambert	Local Authority Governor	Resources Committee
Mr Tim Briercliffe	Foundation Governor (Spencers Wood PCC)	Resources Committee
Mr Stephen King	Foundation Governor (Spencers Wood PCC)	T & L Committee
Mrs Caroline Cook	Foundation Governor (Oxford Diocese)	T & L Committee,
Rev David Little	Ex-Officio Team Vicar of Loddon Reach	Resources Committee
Miss Julie Easton	Associate Governor – Deputy Headteacher	
Mrs Jo Broadhead	Foundation Governor (Oxford Diocese)	T & L Committee
Mrs Sarah Mehmi	Foundation Governor (Oxford Diocese)	Resources Committee
Vacancy	Foundation Governor (Oxford Diocese)	

The Plan

1 Vision, Ethos and Strategic Direction

Evaluative Questions:

- How has the GB been involved in developing the school's vision and ethos? How does the GB ensure that the aims and values of the school are put into practice?
- How has the GB been involved in setting the strategic direction of the school and the priorities and targets of the school improvement plan? How does the GB monitor and review the school development plan? Is this process systematic and robust? How does the GB assure itself of the quality of education provided by the school and challenge the school to make further improvements?

(Actions cross-ref to CF1a – Setting direction, CF1b – Culture, Values and Ethos, CF1c – Decision making and C1e – Risk Management)

Item No	Issue/Topic	What we will do	Who will do it?	When?	Intended Outcome/Comments
1,	SDP	Review in detail and challenge the school	FGB, T&L	September 2021 and then termly review of progress etc	SDP has been reviewed and challenged in detail at T&L and FGB meetings. The school has been held to account.
2	Subject Link	Subject Link Gobs to use a wide range of evidence to ensure that they are well informed and able to evaluate the curriculum and the quality of education provided by the school. Governors provide effective challenge to drive next steps.	FGB, T&L, Subject Link Gobs.	Ongoing	See below. Subject leads asked to provide presentation to T&L committee following positive impact last year. Gobs to resume visits.
3	Curriculum	New Curriculum being developed. Presentation to be given to Gobs to demonstrate intent and implementation and progress. Gobs to monitor prep & implementation of curriculum	All Gobs	Ongoing	Governors understand the intent of the curriculum, monitor and understand its implementation and review its impact on pupil progress and outcomes.
4	Develop Governor Action Plan	Develop Governor Action Plan and share with stakeholders on website.	FGB	Annually	Governor actions etc outlined for coming year and monitored regularly. Stakeholders see intended actions and outcomes/progress.
5	Vision & Values	Communicate vision to all children and parents – “Be courageous, be strong, do everything in love” and Values via newsletters, website, central displays, assemblies etc.	FGB	Ongoing	Vision/values are embedded in all docs, become part of the whole school ethos and are “lived” by the school. Governors to assess impact through the year.
6	Strategy	Monitor the work towards enacting the newly developed strategy and regularly support and challenge the school. Strategy Group to monitor implementation and adjustments to strategy.	FGB/Strategy Group	Ongoing	Strategy remains at forefront of School Development and impetus is generated and maintained. Strategy remains live and adjusts to challenges.

2 Effective Governance and Statutory Duties

Evaluative Questions:

- How does the GB ensure that all statutory policies and documents are in place?
- How does the GB ensure that the school meets statutory requirements relating to safeguarding, pupil care and wellbeing?
- How does the GB ensure that the school meets statutory requirements relating to Special Educational Needs and the Equality Act?
- How does the GB ensure that the schools curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning? How does the GB ensure that it is well informed about the quality of education and steps being taken to further develop this?

(Actions refer to CF1b – Culture, value and ethics, CF1d – Collaborative working with stakeholders and partners, CF1e – Risk Management, CF2c – Financial framework and accountability, CF3a – Building an effective team, CF4a – Roles and Responsibilities and CF5a – Statutory and contractual requirements)

Item No	Issue/Topic	What will we do?	Who will do it?	When?	Intended Outcome/Comments
1	Compliance	Appoint a Compliance Governor. Regular reports to Governing Body	FGB	September Termly Reports	Compliance Governor regularly checks website, statutory policies etc to ensure that all are correct and up to date
2	Compliance	Statutory Policies to be listed on and posted to website.	Compliance Governor	Termly	Ensure that the Governing Body's and the Schools statutory obligations are being met
3	Safeguarding	Lead governor for Safeguarding makes regular visits to school to meet with the Safeguarding Lead and pupils, to evaluate impact of policies and procedures relating to safeguarding, pupil care and wellbeing and evaluate compliance with statutory requirements.	Safeguarding Governor	Termly Reports to FGB	The school's safeguarding work ensures pupils are safe, cared for and their wellbeing is at the heart of the school's work. Safeguarding governor appointed and regularly meets with DSL and reports to FGB.
4	SEN/PP	Lead governor for SEN and Pupil Premium makes regular visits to school to meet with the SENCO and pupils, to evaluate impact of additional support on pupil progress and compliance with statutory requirements.	SEN/PP Governor	Termly Reports to T&L and FGB	The school is inclusive; statutory requirements relating to SEND and PP pupils are met and all pupils are supported in making good or better progress.
5	Subject Link	Subject governors make regular visits to school to evaluate the intent, implementation and impact of the curriculum, that the school is meeting the full requirements of the National Curriculum and is providing a rich and vibrant curriculum offer.	Subject Link Govs	Reports to T & L	The school fulfils all requirements of the National Curriculum. Curriculum provision is vibrant, engaging and inclusive.
6	SDP	Progress against SDP priorities, milestones and pupil standards monitored through T&L committee and full governing body meetings.	T&L Committee. FGB	All T&L and FGB meetings	SDP work at Grazeley is rapid, leading to outstanding provision in all areas. The quality of education is outstanding.

7	H&S and Finance	Policies relating to Health and Safety and statutory financial requirements monitored each half term through Reseources committee meetings and half termly visits by governor with oversight of Health and Safety.	Resources Committee, H&S Governor	All meetings Half termly	The school's budget is balanced. The school provides excellent value for money. The school values H&S and is a safe place for pupils, staff and visitors.
8	Training and development	All governors have opportunity to undertake training to inform their role. All governors to undertake one WBC module and 2two NGA modules.	FGB Development Governor	Ongoing	Governors are up to date with latest guidance and practices and have undertaken training relevant to their specific roles. The aim is to ensure outstanding leadership and effective succession planning. Governors have attended WBC training (in limited numbers) In house training module placed on hold in light of budget issues.
9	General	All Governors to read, approve and sign the Governor Code of Conduct, Governor visit policy and Business Declaration annually.	FGB	September	Governors commit to acting in accordance with agree guidelines

3 Monitoring and Evaluation

Evaluative Questions:

- What is the range of evidence/data that helps the GB to form judgements on the quality of education, standards of pupil behaviour and attitudes, pupils' personal development and the quality of leadership and management in the school? Is this sufficient to triangulate reports from the HT?
- What is the range of evidence that helps the GB to form judgements on the standards of achievement and progress of pupils from particular groups (eg boys/girls, LAC, SEN, PP and AGT)? Is this sufficient to triangulate reports from the HT?
- Do sufficient governors have a secure understanding of performance data to provide challenge and support in this area?
- Is there a programme of focused governor visits to school to gather evidence on the intent, implementation and impact of the SDP?
- Do minutes of GB meetings provide sufficient evidence of governors challenge and support to the school leadership?
- Does the GB evaluate its own performance and how are the outcomes of such reviews used?

(Actions refer to CF2a – Educational Improvement, CF2b – Rigorous analysis of data, CF2f – External accountability, CF6a – Managing self review and CF6b – Managing and developing the boards effectiveness)

Item No	Issue/Topic	What will we do?	Who will do it?	When	Intended Outcomes/Comments
1	Monitoring	Governors to evaluate a wide range of evidence, including School documentation, including the SDP; reports from the HT and subject leaders (reports on the quality of teaching; anonymised Performance Management records; behaviour monitoring and attendance reports; parental and pupil surveys etc.) *Relevant data sets including Analyse School Performance; target setting and tracking data and analysis of cohorts and identified groups e.g. girls/boys, AGT, SEN etc. *Visits to school to meet with staff, pupils; to join lessons and school events; book review and pupil conferencing; evaluate the impact of the learning environment in supporting progress within lessons etc.	All Governors	At T&L and FGB meetings	Governors use a range of evidence to ensure they are well-informed about the school's curriculum provision. They are highly effective in holding leaders to account for the quality of education and the standard of pupils' behaviour, attitudes and personal development. Governors regularly challenge and request evidence. Gobs need to follow up on areas and actions raised at meetings
2	Visits	Structured governor visits by governors with specific roles that align to priorities in the SDP. Evaluative questions agreed before the visit and recorded on the governor visit form with clear next steps.	Safeguarding, SEN/PP, AGT and Subject Link Governors	Report to T&L Committee and FGB	Governor visits provide sufficient evidence on the implementation and impact of the SDP and have a positive impact on the quality of education provided by the school.
3	Performance Review	External review of the quality of governance. Ensure outcomes of the review inform the Governor Action Plan for the following year. Share overview of the monitoring work of governors e.g. termly governor reports, tweets following governor visits etc.	FGB	By June 2020	External review of the work of the Governing Body results in strengths being identified and areas for further improvement driving the actions for the 2022-2023 Governor Action Plan.

4 Strengthening School Leadership (Support and Challenge)

Evaluative Questions:

- How do the HT, SLT and Chair work together to ensure that the the GB focuses its work on school development priorities?
- How does the GB use recruitment and training to ensure that it has the necessary range of skills, knowledge and expertise within its membership?
- How does the GB ensure that Governors ae allocated to committees and subject link roles to make best use of their skills, knowledge and expertise?
- How are new Governors inducted onto the GB to ensure that they can contribute effectively as soon as possible?
- How does the GB develop leaders within the GB to ensure succession planning for GB leadership roles?
- Is thee a code of conduct for governors and what is its impact on governors behaviour and contribution to the GB?
- How does the GB ensure that all staff receive appropriate CPD? How does the GB evaluate the effectiveness and impact of staff CPD?
- How is the GB involved in the appointment of senior staff at the school?
- What examples can the GB provide of the impact that it has made on the school (i.e. if there had been no GB, how would things have been different)?

(Actions refer to CF2a – Educational improvement, CF2b – Rigorous analysis of data, CF3a – Building an effective team, CF4a – Roles and Responsibilities, CF6a – Managing self review)

Item No	Item/Topic	What will we do?	Who will do it?	When?	Intended Outcomes/Comments
1	General	Committees, full Governing Body and governors with specific responsibilities to ensure that the focus of work and agendas of meetings are aligned to the priorities identified by the school's Self-Evaluation and School Improvement Plan, as driven by the 2016 and 2019 Ofsted inspections and 2019 Ofsted Handbook.	FGB	Ongoing	Agendas and minutes of meetings, focus of governor visits reflect the school's identified priorities for improvement.
2	Skills	Governors to complete the National Governors' Association skills audit annually. To evaluate collated data and ensure skills of governors are matched to their governor roles. Outcomes drive the appointments process for new governors as appropriate. Governors to access LA Governing training, network meetings etc. To maintain a governor training log, in line with the governor visit log.	FGB	September	The annual skills audit reflects the experience and expertise of governors. Governors' roles are allocated in accordance with this
3	Induction	Governor Induction Packs and mentoring system to be used for new Governors	Development Governor	Ongoing	Governor induction is effective, enabling new Governors to understand their role and contribute effectively to the FGB.
4	Subject Link	Subject Link Governors to meet with Subject Leaders to evaluate the intent, implementation and impact of the introduction of the new curriculum and monitor the progress thereof. Report to the T& L Committee	Subject Link Governors	Ongoing	Governors understand and monitor the intent, implementation and impact of the new curriculum. The school is constructively and effectively challenged upon the

					same. See comments in previous themes.
5	Recruitment	Resources Committee to be actively engaged in recruitment procedures. T&L Committee to be actively engaged in recruitment of teaching staff (incl TA's). 2 No. Governors to undertake safer recruitment training	Resources and T & L Committees. 2 No. Govs	Ongoing	Robust recruitment procedures result in the recruitment of high quality staff.

5 Performance Management of the Headteacher and Staff

Evaluative Questions:

- Has the GB adopted appraisal and pay policies that are consistent with the requirements of performance related pay?
- Is the HT appraisal informed by advice from an appropriate and independent external adviser?
- How does the GB monitor the HT performance and impact on school improvement over the year?
- How does the GB ensure that performance objectives for all staff are SMART, aligned with school development priorities and focussed on strengthening the quality of education provided by the school?
- Is CP aligned with the curriculum? Does this have a positive impact on developing teachers content knowledge and teaching of content knowledge over time so that the quality of education in schools is further improved?
- How does the GB monitor the implementation of staff appraisal over the year and the impact on the quality of education provided?

(Actions refer to CF2e – Staffing and performance management and CF2a – Educational improvement)

Item No.	Item/Topic	What we will do	Who will do it	By When	Intended Outcomes/Comments
1	Policies	Review and approve Appraisal and Pay policies.	Resources Committee	October	Policies up to date and comply with statutory legislation. Policies “fresh” for use in staff and HT appraisals.
2	HT PRM	FGB to nominate and approve 3 governors to sit on the HT PRM	FGB	September	Ensures clarity and that appropriate training can be undertaken where necessary.
3	HT PRM	Ensure HT PR undertaken by end of October subject to agreeing dates. Undertake regular (termly) reviews with HT through the year.	HT PRM Committee	End of October	Meets statutory requirements. Potentially aligns HT PR objectives with school year Enables performance to be monitored through the year.
4	Staff	To provide anonymised PM records of teaching staff to ensure leadership objectives are directly linked to SDP priorities and improving the quality of education provided by the school	HT to Resources Committee	November	Governors are robust in holding leaders to account for the educational performance of the school and its pupils and the PM of staff. Rigorous PM procedures support TA’s in raising further the quality of teaching and pupil progress
5	Staff	To provide Governors with the info they require on standards of teaching and learning, assessment procedures, expectations of curriculum implementation and delivery, impact of subject leadership et al so that they are able to evaluate and challenge outcomes related to performance related pay.	HT to Resources Committee	October to November and ongoing	Governors make rigorous pay decisions based on evaluation of PM outcomes Evidence of challenge recorded in minutes.

6 Engagement with Stakeholders

Evaluative Questions:

- How does the GB listen to and understand the views of parents, pupils and staff?
- How does the GB report to our parents and local community?
- Does the school website meet statutory requirements and does it provide useful information to parents and other stakeholders?
- How does the school collaborate with other schools? How does the GB evaluate the impact of these partnerships?

(Actions refer to CF1d – Collaborative working with stakeholders and partners and CF3a – Building an effective team)

Item No.	Item/Topic	What we will do	Who will do it	By When	Intended Outcomes/Comments
1	Parents and Pupils	Governors evaluate results of parent and pupil surveys and any comments given. To include parent survey, pupil survey and parent view	Resources Committee		Performance/impression of school policies and provision is considered. School is supported and challenged in addressing concerns. Positive feedback is recognised and suggestions are considered and taken forward as appropriate.
2	Parents and Pupils	FGB to nominate and approve 3 governors to sit on the HT PRM	FGB	September	Ensures clarity and that appropriate training can be undertaken where necessary. See previous theme
3	Parents	Ensure Governor actions and outcomes are communicated with parents. Publish regular updates against action plan on website. Develop information about the work of governors on the school website. Website to incorporate Action plan, governor roles and descriptions, governor policies, overview of gobs work	Chair	Ongoing	Meets statutory requirements. Potentially aligns HT PR objectives with school year Stakeholders can see the work of the Governing Body
4	Staff	Governors to evaluate staff views and survey outcomes in order to monitor and support staff wellbeing and workload. Health & Well being	FGB. Health & Wellbeing Governor	Ongoing	Health and wellbeing governor appointed. Expertise of new governor in this area also utilised
5	Partnerships	Sign up for Schools Learning Alliance	FGB/HT	Ongoing	

7 Matching Resources to Vision and Priorities

Evaluative Questions:

- How does the GB ensure that the pattern of the schools spending is consistent with school development priorities and projected income?
- Does the GB have a strategy for investing in the fabric, facilities and equipment of the school?
- What is the outcome of the most recent SFVS review and independent audit of the School fund?
- How does the GB monitor the spending and impact of pupil premium and sports premium resources? What is the impact on pupil outcomes?
- How does the GB monitor the value for money of its spending?
- How does the GB ensure that pay awards to teachers reflect the quality of their teaching?

(Actions refer to CF1e – Risk management, CF2c - Financial frameworks and accountability, CF2d – Financial management and monitoring and CF2e – Staffing and performance management)

Item No	Item/Topic	What will we do?	Who will do it?	By when?	Intended outcomes/comments
1	Budget	Resources Committee to meet regularly around the financial cycle to review and monitor the school budget. Also to consider medium term financial plans to ensure that the school is able to deliver its strategy. Report to FGB	Resources Committee	Ongoing	Budget is balanced and prioritises spending on priorities outlined in the SDP.
2	Budget	Resources Committee to review budget plan for 2021-22 and that proposed spending is in line with SDP priorities. Submit for approval to FGB	Resources Committee	March/April	
3	Spending and impact	All committees and FGB to evaluate the spending and impact of PP and sports funding through review of reports and data. Ensure info is available on the website.	All committees and FGB	ongoing	Governors provide robust accountability, oversight and assurance for financial performance.
4	Budget	Resources Committee to ensure that budget is allocated to identified priorities for fabric, facilities and equipment. Ensure best value procedures are adhered to	Resources Committee	ongoing	Ensure that the schools buildings and facilities are maintained at an appropriate standard.
5	Benchmarking	Resources Committee to consider benchmarking data annually. Review levels of expenditure in similar schools as a driver for evaluation of how school resources are spent to ensure best value.	Resources Committee	Annually	To ensure that value for money is demonstrated
6	SFVS	Resources Committee to evaluate SFVS returns	Resources C	Annually	Governors are appraised and aware of the efficacy of financial controls