



Mudford Community Infants School Governor Objectives and Action Plan 2017/8

OBJECTIVE	ACTION	OUTCOME	LED BY	MONITORING/EVALUATION/EVIDENCE
1 Leadership & Governance The school has robust and effective leadership.	1.1 Strategic Vision Mudford Infants has a clear and well-understood vision for the coming 3-5 years.	The strategic vision is in place and has been communicated to all Governors, staff and school.	Chair of Governors, Daniel Pope, Headteacher (supported by a working party of Governors)	Discussed and agreed FGB 29/6/17 Discussed at Staff Training Day by Governors & Teachers 5/9/17 Discussed at FGB 23/11/17 - sub group to review again.
	1.2 Strong values and culture supporting the strategic vision School values, rights respecting school (RRS) and British Values must be clearly interlinked and commonly understood, in order to support the school vision.	All Governors, staff, children and parents/carers have a good awareness of the school values, RRS and British values and staff understand how demonstrating these values enables them to contribute to delivering the school's vision. Governors, staff, children and parents/carers are clear on the vision, values and culture of the school. The school's community ethos is maintained.	Daniel Pope, Headteacher, with support of all Governors.	Discussed at FGB 23/11/17 - school to integrate and streamline values
	1.3 Review of school vision & priorities There is a regular process for the review of our vision, priorities and progress against the school development plan (SDP).	Governors to have a clear focus on the school's key priorities and be able to hold each other to account.	Chair of Governors (supported by all Governors)	Discussed at FGB 29/6/17 Discussed at Senior Leadership Meeting by Governors & Senior Leaders 5/7/17 Discussed by Governors & Teachers at Staff Training Day 5/9/17 Senior Leaders and Governors reviewed Autumn attainment and progress data against SDP 3/1/18
	1.4 Effective school leadership. Governors are supporting the new Headteacher constructively and providing challenge and oversight to school leaders.	There is a transparent system for performance management of school leaders linked to strategic priorities.	Chair of Governors (supported by all Governors)	HT Perf Mngmt 12/5/17 - new objectives set for the rest of the 2016/17 year. Resources 13/6/17 HT introduced format for staff performance management. Governors were reassured that the structure would support performance development whether the member of staff is underperforming or outperforming. HT Performance Mngmt 30/11/17 - reviewed achievement of existing objectives and set new 2017/8 objectives. Also had oversight of teacher performance mngmt process. HT/Chair reviewed teacher performance mngmt 2/2/18.



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<p>2 Value for Money & Quality of Teaching & Learning</p> <p>Governors must ensure every pound spent in school is maximised for the benefit of our children's learning experience.</p>	<p>2.1 Pupil progress and attainment tracking.</p> <p>There is rigorous analysis of pupil progress and attainment information and comparison against organisational and national benchmarks over time.</p>	<p>All Governors are fully appraised of progress and attainment and can challenge interventions to ensure value for money. (See SDP - 1)</p>	<p>All Governors</p>	<p>Governors & Teachers Staff Training Day 5/9/17 (included an in depth overview of PP&SEN progress & attainment in 2016/7). School performance data shared at FGB 23/11/17. Governors reviewed Autumn data at Senior Leadership Meeting 3/1/18 and Learning Sub-Committee 18/1/18.</p>
	<p>2.2 Monitoring Attendance</p> <p>Mudford Infants should have as high attendance levels as possible.</p>	<p>Move attendance levels to 2nd quintile (96.5%-96.9% attendance rates) from 4th quintile (95.83% as at Summer term 2017) by end of 2017/8 and maintain high levels of attendance ongoing.</p>	<p>Daniel Pope, Headteacher</p>	<p>Attendance Action Plan reviewed at FGB 29/6/17. Attendance overview provided by HT in Learning 18/1/18. Discussed approach to tackling regular non-attendance.</p>
	<p>2.3 Pupil Premium Tracking.</p> <p>There should be no gap between PPPs and non-PPPs.</p>	<p>Ensure that the spending of the pupil premium funding is having the desired impact and diminishing the difference between the achievement of PPPs and Non-PPPs across the school.</p> <p>If gaps are not narrowing, Governors continue to question/challenge the impact of the action plan and thus spending of the PP at Governor meetings. (See SDP - 2)</p>	<p>PP Governor, Becky Roach; Inclusion Governor, John Churchill (and all Governors); Jo Thow, SEND Coordinator.</p>	<p>Report shared at FGB 29/6/17 (HT shared individual pupil profiles proforma). Governors & Teachers Staff Training Day 5/9/17 (included an in depth overview of PP&SEN progress & attainment in 2016/7). Governors received PP report at FGB 23/11/17 and multiple PP visits have taken place in 2017/8 so far. 12/1/18 Inclusion Governor met with new SEND Coordinator, Jo Thow.</p>
	<p>2.4 Sports Premium Tracking</p> <p>Sports Premium must positively impact the quality of teaching and learning as well as ensure equality of opportunity to access sporting activities.</p>	<p>Ensure excellent quality of teaching & learning of PE.</p> <p>Ensure that all pupils participate in sporting activities.</p> <p>Ensure that all pupils are able to access a range of activities.</p> <p>Ensure pupils have regular opportunities to participate in competitions.</p>	<p>Karl Stark, Governor and Sam Clarke, PE Subject Lead</p>	
	<p>2.5 Standards of Teaching & Learning</p> <p>Outstanding teaching leads to the best possible outcomes for our children.</p>	<p>Ensure excellent quality of teaching & learning across all subject areas. In particular maintain standard of teaching as 'good' with elements of 'outstanding'.</p> <p>Ensure maths subject leadership is transitioned from HT to a designated staff member in 2017-8.</p> <p>Teachers develop 'growth mindset' towards professional development, which enhances the learning environment for our children. (See SDP - 3)</p>	<p>Resources Sub-Committee, chaired by Karl Stark.</p>	<p>Resources 13/6/17 format for teacher performance management reviewed and supported. SDP progress reviewed at Senior Leadership Meeting 3/1/18. HT/Chair discussed teacher performance management 2/2/18.</p>



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	2.6 Financial Management & Budget Setting Sound financial management means the school is effectively using its allocated funding for the full benefit of the children's education and learning experience.	Governors must oversee the school's annual cycle of financial review, ensuring value for money and adherence to DCC standards of best practice in school. Governors must ensure a (small) surplus budget plan is agreed over a rolling 3 year period to ensure funding is maximised for the benefit of the children's education and learning experience.	Resources Sub-Committee, chaired by Karl Stark.	Resources 14/11/17 reviewed Oct 2017 budget statements from the Local Authority and audited the Voluntary Fund. Outturn to LA by 30 Nov. Dorset Finance Policies reviewed at FGB 23/11/17.
3 Community Ethos The school prides itself on being at the heart of the local community.	3.1 Engage with local Pre-Schools to support their provision and ensure attainment on entry to Reception is as high as possible.	Governors should see an improving trend over the years towards higher levels of attainment on entry as a result of greater engagement with other early years settings. (see 3 year aims)	Carly Butler, Staff Governor (Deputy Head, Early Years Lead).	Learning sub-committee 18/1/18 heard how local pre-schools are engaging well with the Read, Write Inc scheme of work and open to coaching/mentoring from Early Years Unit at Mudford Infants.
	3.2 Take a leading role within the Christchurch Schools Partnership.	Governors should see ourselves benchmarked against local schools, learning from local schools, sharing expertise and resources where relevant - to enhance our children's education within their local community and for our school to be seen as a 'Go To' School for others.	Daniel Pope, Headteacher.	May 2017 Governors reviewed the Christchurch Learning Partnership Constitution.
	3.3 Engage positively with parents/carers.	Parents/carers should be aware of who the Governing Body is, especially who the Parent Governors are, and know how they can raise any concerns or provide feedback. Parents/carers should be actively involved in school events. Governors should have a clear understanding of parents' and children's views of the Governing Body and school.	All Governors & Staff Named Class Governors: Reception: Emma Bollard, Oliver Whittaker Year 1: Mark Colley, Karl Stark Year 2: Caroline Watkins, Fiona Sawdon & Tony Fowler. Chair of Gobs responsible for over-seeing the school calendar of events and checking termly to ensure that at least one governor is present at every one.	Photos and "Pen Portraits" of each class Governor up outside the classroom. 22/6/17 Governors introduced at new parents evenings. Governors' Report to parents - July 2017. School Newsletter states who the Governors are as a footer, as of Autumn 2017. Governors present and visible at Parents' Evenings Oct 2017 and Feb 2018. School newsletter 2/2/18 promoted use of Ofsted ParentView for feedback.



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4 Compliance Governors are aware of and comply with their statutory requirements	4.1 Governors fulfil their statutory obligations. Ensure the required policies and procedures and training for Governors are all in place, published and updated as required, especially in relation to: - Safeguarding, - Prevent, - Complaints & Whistleblowing, and - Special Educational Needs & Disability.	All the required policies and documentation is published on school website, updated as appropriate. Governors understand their responsibilities under the Equality Act and promote equality and diversity throughout the school. Governors regularly attend training and keep their knowledge up to date,	Clare Fox, Clerk, and all Governors.	FGB 23/11/17 Clerk confirmed all Governor training is up to date with 3 Governors booked onto safeguarding training. 23/11/17 Newly elected Governors briefed on the requirements for induction training.
	4.2 Governors are aware of their Safeguarding obligations.	All Governors have a clear understanding of their safeguarding role and ensure the school is complying with current legislation and guidelines. Every Governor must attend Safeguarding training and ensure it's up to date. Governors involved in Recruitment decisions must be trained in Safer Recruitment.	Becky Roach, Safeguarding Governor, supported by all Governors.	FGB report 29/6/17. June 2017 action plan was reviewed by BR. Shared with Governors at FGB 29/6/17. Safeguarding Autumn report in FGB 23/11/17. Safeguarding Audit completed Jan 2018. Safeguarding Winter report in Learning 18/1/18. Chair and Vice-Chair trained to Safeguarding Level 2 - 1/2/18
	4.3 Governors are ready for an Ofsted Inspection. Ensure all Governors know where to access key documents and data in readiness for an inspection.	Governors can access an up to date 'Grab Pack' and are aware of the Ofsted inspection framework. Updates to the 'Grab Pack' are informed to Governors.	Chair, and Daniel Pope, Headteacher.	13/6/17 with Gov Objectives and Action Plan. Grab Pack fully updated 2/11/17 and signposted to all at FGB 23/11/17. Governors signposted to Ofsted 'Section 8' inspection guidance 5/2/18.



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5 Governor Evaluation and self reflection Members of the Governing Body are effective in supporting each other and the school.	5.1	Governor induction pack. New Governors have an informative and comprehensive Induction Pack	Induction pack in place, and new Governors matched with a buddy for support in the first year.	Chair.	New induction pack used for newly elected Governors 23/11/17. New Governors assigned buddies.
	5.2	Governor Skills Audit Governors regularly assess their skills and undertake training where relevant.	All Governors have a skills audit document in place and a training plan where relevant.	Chair and individual mentor Governors	Skills Audit completed Autumn 2017. Skills Audit reviewed (in progress) at FGB 23/11/17. Chair and Vice-Chair reviewed for skills gaps.
	5.3	Governor appraisals	All Governors undertake an annual review and discuss aspects of their roles with the Chair.	Chair	All Governor appraisals complete for 2016/17 (completed by previous Chair). Further appraisals due Summer Term 2018.
	5.4	Audit of Governor visits and reports	All Governors must undertake school visits, learning walks, observations etc and compile a report of findings. Any actions are highlighted at the time with the relevant Governor, Chair or other party and an annual audit / review of all visits is compiled.	Chair	Chair reviewed all 2017/8 Governor visits so far in Dec 2017. Next review due Feb half term.