



Mudeford Community Infants School Governor Objectives and Action Plan 2020/21

VISION		OBJECTIVE	ACTIVITY	LED BY	MEASUREMENT	
1	Leadership & Governance The school has robust and effective leadership.	1.1	Strategic Vision Mudeford 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, Headteacher (supported by a working party of Governors)	Annual review in line with SDP
		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.	Headteacher, with support of all Governors.	Staff survey on school culture and values Governor Visits to monitor for values/ethos in school, review of communications and parents feedback
		1.3	Review of school priorities (ensuring there is a relevant School Development Plan in place). There is a regular process for the review of our 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.	Headteacher and Chair of Governors (supported by all Governors)	SLT/Governor workshops are used to develop the SDP which is then monitored through the Learning Committee
		1.4	Effective school leadership. Governors are supporting the Headteacher constructively and providing challenge and oversight to school leaders.	There is a regular and effective system for performance management of school leaders linked to strategic priorities.	Head Teacher Performance Monitoring sub-committee.	Annual assessment of HT with mid-year review, annual oversight of wider performance management



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2 Value for Money & Quality of Teaching & Learning Governors ensure every pound spent in school is maximised for the benefit of our children's learning experience.	2.1	Pupil progress and attainment tracking. There is rigorous analysis of pupil progress and attainment information and comparison against organisational and national benchmarks over time.	All Governors are fully appraised of progress and attainment and can challenge interventions to ensure value for money.	All Governors	Rigorous analysis has been performed through out the Covid epidemic in order to consider the impact of home schooling and other Covid related changes on educational outcomes. Pupil assessment is monitored by the Learning Committee throughout the year, from reception baselining to Year 2 results
	2.2	Monitoring Attendance Mudford Infants should have as high attendance level as possible.	Move attendance levels are as high as possible and comparable to similar schools	Headteacher	Attendance is reported weekly to Governors and brought to the Resource Committee to discuss
	2.3	Pupil Premium Tracking. There should be no gap between PPPs and non-PPPs.	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. 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.	PP Governor, Pastoral Worker and Headteacher	Pupil Permium Governor holds regular meetings with the pastoral worker to provide reports to the Governing Body
	2.4	SEND Tracking. To ensure funding allocated to SEND is effectively spent.	Ensure that the spending of the SEND funding is having the desired impact.	SEND Governor, SEND Coordinator and Headteacher	SEND Governor holds regular meetings with the SEND Coordinator to provide reports to the Governing Body
	2.5	Sports Premium Tracking Sports Premium must positively impact the quality of teaching and learning as well as ensure equality of opportunity to access sporting activities.	Ensure excellent quality of teaching & learning of PE. Ensure that all pupils participate in sporting activities. Ensure that all pupils are able to access a range of activities. Ensure pupils have regular opportunities to participate in competitions. Produce Value for Money Report	PE Governor and PE Subject Lead	PE Governor holds a review with the PE Subject Lead to provide reports to the Governing Body
	2.6	Standards of Teaching & Learning Outstanding teaching leads to the best possible outcomes for our children.	Ensure excellent quality of teaching & learning across all subject areas. In particular maintain standard of teaching at least at 'good' with elements of 'outstanding'.	Headteacher, Governor PM Panel and Learning Committee	Head Teacher PM targets include pupil progress based on standards of teaching and learning Pupil performnace monitored at Learning Committies



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	2.7 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 BCP 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.	Headteacher and Resources Committee Chair.	Resource Committee review financial reports to ensure the budget remains on target.	
3	Community Ethos Governors help to ensure the school is 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)	Early Years Lead	Learning Committee review baseline data to determine year on year trend
	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.	Headteacher and FGB	Reviewed at FGB to ensure the school is engaging with the Christchurch Schools Partnership	



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	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 Chair & Vice Chair responsible for over-seeing the school calendar of events and checking termly to ensure that at least one governor is present at every one.	Parental Questionnaires and interaction with parents to provide reports to FGB
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.	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,	Clerk Governor training is tracked by the Clerk and reported to the FGB
	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.	Safeguarding Governor, supported by all Governors.	Safeguarding Governor to be trained to Safeguarding Level 2. All new Governors to be safeguarding L1. To be monitored by the Clerk.



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	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. Governor Pre-Ofsted Training encouraged for all governors	Chair, Vice Chair and Headteacher.	Training has been undertaken Grab packs up to date and are available	
	4.4 Website is Maintained Ensure Website meets current guidance	All the required policies and documentation are published on school website, updated as appropriate. Governors review the content of the Website	Website Governor	Reviews held termly	
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.	Clerk and Governors	New induction pack used for newly appointed Governors. 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 Vice-Chair	Skills Audit completed by all Governors.	