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| Priority | Action | Responsibility | Milestone Dates | Impact Measures | Evidence |
| **To continue to support and challenge Gorse Hall throughout the restrictions imposed by Covid** | To continue to access and participate in fortnightly Covid Committee Meetings  To monitor and evaluate the progress and attainment of the lowest 20% of children, who are not identified as having barriers to learning.  To monitor the effectiveness and impact of procedures in place to further support and develop pupil and staff mental health and well- being Gorse Hall | Covid sub committee  All governors, with specific tasks allocated to small groups and/or individuals. | Ongoing | Relevant questions are asked, not only related to any changes to be approved to the risk assessment, but the impact on pupil and staff absences and provision being made.  Governors have explored creative ways of achieving this, including those who work full time. Governors. As a result, substantial evidence to help validate internal assessments has been collected. (list of suggestions given to governors)    To meet with pupils and staff at least twice during the academic year. Well- being assemblies have been visited . Governors can demonstrate how policy is put into practice. | Covid Meeting twice monthly have taken place during the academic year- regular feedback shared in this context to enable Governors to support the Leadership Team to tackle any issues that arise, update risk assessments and jave clear contingency plans in place.  Monitoring throughout the academic year has enabled governors to understanding the outcomes achieved by groups of children across the curriculum. This monitoring has included pupil voice activities inc. book looks and child chats, lesson walk throughs and discussions with teachers and phase leaders. This has helped to have a good understanding of the strengths and development areas identied through data analysis.  The AcSEED Award has been achieved and presented to Governors by the Mental Health Lead and Deputy Headteacher. Assemblies have been attended and purpose and impact discussed. The impact of the Arts has been discussed and explored through collaboration by Pauline Ashton (Acting Chair of Govs), Alex Flood (Headteacher) and Heather Oakley (Art Leader).  P Ashton and J Evans engaged in pupil voice work with the newly appointed Head and Depy Head pupils in deciding upon a shared goal of all pupils and staff being happy and safe at Gorse Hall.  Noticeable impact of school trips on mental health and well being- evident through child discussion and increased levels of confidence and positive mindset.  Throughout the year, Glyn Goodchild (Previous Chair of Govs) has worked closely with staff to support staff well being and morale (regularly weekly visits to school). |
| **To monitor and evaluate the school’s curriculum.** | To focus on a small number of subjects, to help enable greater scrutiny and effectiveness.  For individual and/or small groups of governors to link to a subject leader and arrange meetings (with a clear focus), child chats and book looks each term ideally, but twice yearly is necessary to help inform and evidence progress in the subject,    Governors are familiar with the policy document for the subject chosen to monitor progress in.  For governors to remind themselves of protocol to follow when carrying our school visits. We are NOT inspectors or school managers. We are not there to make judgements OR question the day to day running of the school. It is not our role to assess the quality or method of teaching or extent of learning).  To provide verbal feedback to the class teacher and/or HT and prepare a written report on evidence collected (bullet points for clarity). To share at Curriculum and Outcomes Committee meetings. | HT, Deputies, Chair and vice chair  volunteer governors | Autumn 2 onwards | 1 subject that is well developed, 2 that are developing and 1 that is less developed are agreed as foci.  Governors establish a good working relationship with their link teachers, based on mutual trust and respect. Meeting have taken place: focused and purposeful.  Governors are conversant the policy’s statement of intent, aims and objectives, approaches and reasons for and nature assessment, more importantly ascertaining why assess and how is this used to inform future teaching and learning.  Governors are fully conversant with the policy for school visits and fully understand their role.  Governors are fully aware of the current risk assessment, which may vary and adhere to it.  Governors have agreed a clear focus with the HT and have met with class teachers, carried out book looks, looked at work on display and feel satisfied that they have a good overview of that particular subject and any progress made.  Verbal feedback is provided at the earliest convenience of the class teacher. The report is drawn up and shared.  Governors have a good or developing working knowledge of ‘policy into practice’. They can demonstrate this to the Curriculum and Outcomes Committee through evidence collected  Governors carry out self- evaluation in order to identify what went well and what they need to develop further. | Governors have supported the continued curriculum development work with a particular focus on Science and Art. This has enabled Governors to more thoroughly understand the evolving curriculum which is coherent and ambitious. It has also helped governors be part of the consistency in terms of process and practice applied to curriculum review and enhancement (Intent, Implemetation and Impact).  Governors have been recently linked to a member of staff as opposed to a phase. This focus is to help them better understand the subject nature of the curriculum and the sequencing of knowledge and skills at the heart of subject teaching.  All governors are aware and compliant with the protocol and expectations of school visits. This is followed link and visits link directly with a focus and purpose in relation to school development.  Governors have worked efeficiently to collate purposeful feedback in collaboration with the HT/School Development Partner. This has been well received ad a valuable source of professional development.  COC meets termly to carefully evaluate and ask critical questions about the termly and end of year data compiled. Various reports are collated to inform this process. This gives Govs a clear insight into progress and attainment across school and for groups of identified pupils. |
| **To Monitor the school’s safeguarding systems and procedures.** | Governors ensure the school has suitable and up-to-date policies for:   * Child protection and Safegaurding * Staff code of conduct/staff behaviour * Managing allegations and concerns * Online Safety * Whistleblowing * Safer Recruitment | All Governors  Safeguarding Link Governor | Throughout the school year | Governors are up to date with statutory guidance relating to safeguarding and child protection and any advice issued locally by the school’s safeguarding partners. | Governors are trained in a range of safeguarding key areas- KCSIE, Safer Recruitment, Child Protection, Prevent, Child on Child Abuse, Online Safety, GDPR and Mental Health and Well Being and complex safeguarding.Training is regularly updated. Safeguarding updates are regularly shared from the Local Authority, School and reflections on training sessions incorporate dinto feedback at Governing Board Meetings. Chair and Vice Chair attend briefing provided by the LA. This all provides Governors with the knowledge and assurance that the safeguarding policies and procedures in place in school are effective and support the delivery of a robust whole school approach to safeguarding. |
| **To continue to further develop the strategic role of the Governing Board** | To complete the ngl audit for analysis, in the light of the skills and competencies needed and actively seeking to any gaps identified.  To review the composition of sub committees, based on members, skills, expertise, qualities, interests and capacities.  To identify relevant training to best develop their roles.  To ensure all statutory duties are met for the year | All governors  HT, Chair and vice chair | Nov 2021  Full gov November 29th  Throughout the school year | The ngl audit was completed by all governor for analysis before the full governors’ meeting. Individual members have reflected upon their contribution to the Governing Board and how they could develop their role further, to help ensure efficiency and effectiveness.  The restructures reinforce clearly defined roles and responsibilities They help ensure robust oversight of key priorities  Training continues through zoom meetings, largely provided by Tameside, THE KEY: SCHOOL GOVERNANCE and,recommendations through Chair and Vice Chair termly briefings  Governors have familiarised themselves with The Governance Handbook, have a clear idea of statutory duties for the year and have met these to al least a good standard. The vision and ethos for Gorse Hall, monitoring and Evaluating the curriculum and ensuring they hold school leaders into account for the annual budget and spending. | Skills and competencies audits have been completed and changes to roles made as well as training needs identified and plugged. This has helped to distribute knowledge, skills and talents to best effect in fulfilling the role of governance.  The Key is a good source of information, training and updates to ensure that governors have a clear and robust oversight of national, local and school priorities. Statutory duties are understood well through the referencing and guide of the Governance Handbook. |
|  | To invite Keith Adams, our school improvement officer to carry out an external assessment of governance to gain an independent expert assessment of strengths and areas for development | Chair, vice chair and any other available governors | Summer 1 2022 | Governors are aware of how well the school’s Governing Board is working, to further improve their performance.  The Governing Board has been helped to identify priorities of improvement and been supported in deciding what steps to take. | Keith Adams has worked directly with the Governing Board throughout the academic year to better understand the curriculum and be part of its continual development. |