



## Gorse Hall Primary and Nursery School

### Governing Body Development Plan 2023/2024

"Governors are most effective when they are fully involved in the school's self-evaluation and use the knowledge gained to challenge the school, understand its strengths and areas for further development and contribute to shaping its strategic direction"

Priority	Action	Responsibility	Milestone Dates	Impact Measures	Evidence
<p><b>To continue to monitor and evaluate the school's curriculum with a greater awareness of areas identified in consultation with the School Development Consultant (Keith Adams) and utilising the knowledge gained from training.</b></p>	<p>To focus on writing across school, to help enable greater scrutiny and effectiveness.</p> <p>To focus on further developing the Arts- Art, Music, Design Technology working with subject leaders and Headteacher.</p> <p>To have a focus for monitoring- metacognition and self regulated learning; disadvantaged and SEND learners; how phonics, spelling, punctuation and grammar skills are applied in children's writing.</p> <p>Attend a range of class assemblies across key stages, to gain first hand experience and understanding of the variety of curriculum work include and its impact..</p> <p>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,</p> <p>For governors to become more familiar with the policy documents, procedures and resources for the subject chosen to monitor progress in and whether these are reflected consistently in practice throughout school.</p> <p>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</p>	<p>HT, Deputies, Chair and vice chair. SLT and volunteer governors</p>	<p>Termly</p>	<p>A higher percentage of pupils reach Age Related Expectations in Writing by the end of the academic year.</p> <p>Governors support school in further developing the foundation subjects prioritised, help further raise their profile within the school curriculum. They acknowledge their valuable contribution in promoting mental health, confidence and self esteem. Governors support school in working towards obtaining the Arts Quality Mark</p> <p>Governors establish a good working relationship with their link teachers, based on mutual trust and respect. Meetings have taken place, recorded and reported: focused and purposeful.</p> <p>Governors are conversant the policy's statement of intent, aims and objectives, approaches and reasons for and nature of assessment, more importantly ascertaining how this is used to inform future teaching and learning.</p> <p>Governors are fully conversant with the policy for school visits and fully understand their role.</p> <p>Governors are fully aware of the current risk assessment, which may vary and adhere to it.</p> <p>Governors have agreed a clear focus with the HT and have met with class teachers and/or carried out book looks, child chats, questionnaires, looked at work on display including on the school's website and feel satisfied that they have a good overview of that particular subject and any progress made.</p> <p>Verbal feedback is provided at the earliest convenience of the class teacher. The report is drawn up and shared.</p> <p>Governors have at least a good or developing working knowledge of 'policy into practice'. They can demonstrate</p>	<p>A higher % of pupils reached ARE in all subjects at the end of KS2 than in previous academic year and these are above the National Average.</p> <p>Reading 80% ↑ National 74%</p> <p>Writing 79% ↑ National 72%</p> <p>GPS 82% ↑ National 72%</p> <p>Maths 82% ↑ National 73%</p> <p>Combined 74% ↑ National 61%</p> <p>Governors continue to establish a good working relationship with leaders. Relationships with link teachers are being and will be a focus for next academic year.</p> <p>Where Governors have completed monitoring tasks, a clear focus has been set. Health and Safety, Curriculum, Mental Health and Cultural Capital have all been foci for this. Feedback has always been provided in a timely and appropriate manner.</p> <p>Self- evaluation has been carried out and continues to be a focus for reflection and next steps.</p>



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	<p>assess the quality or method of teaching or extent of learning).</p> <p>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 and/or full GB.</p>			<p>this to the Curriculum and Outcomes Committee through evidence collected.</p> <p>Governors carry out self- evaluation in order to identify what went well and what they need to develop further.</p>	
<p><b>To continue to recognise that the highest priority should be given to safeguarding and how it encompasses all aspects of school life.</b></p> <p><b>To monitor more thoroughly the school's safeguarding systems and their compliance.</b></p>	<p>Governors to ensure the school has suitable and up-to-date related policies and these are consistently reflected in practice:</p> <ul style="list-style-type: none"> <li>• Child protection and Safeguarding</li> <li>• Staff code of conduct/staff behaviour</li> <li>• Managing allegations and concerns</li> <li>• Online Safety</li> <li>• Whistleblowing</li> <li>• Safer Recruitment</li> <li>• Equality and Diversity</li> <li>• Complaints Procedure</li> </ul> <p>At least the following training to be completed- Keeping Children Safe In Education, Child Protection, Prevent, Online Safety, Safer Recruitment and Sexism in Schools, by as many governors as possible. KCSIEE and PREVENT essential.</p> <p>Where training has been completed by individuals or small groups, feedback to be provided to other Governors at the next meeting.</p> <p>Attendance at the Chair/Vice Chair Termly briefing and relevant feedback shared at</p>	<p>All Governors Safeguarding Link Governor</p>	<p>Autumn Term</p> <p>Throughout the school year</p>	<p>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.</p> <p>The impact of training is evident through governors' informed questioning of policies and procedures.</p> <p>The inclusive ethos of the school has been further developed and is evidenced. Practices reflect the vision for the school.</p> <p>Any potential safeguarding issues are dealt with quickly and effectively.</p> <p>Stakeholders confirm that Gorse Hall is a safe and supportive environment.</p> <p>The importance of being safe in various contexts is evident throughout the curriculum (in particular through the weekly PSHE/RSE sessions).</p>	<p>Statutory guidance is adhered to and any advice reflected on. Governors are part of the completion of the safeguarding audit and action plan which is compiled annually.</p> <p>Governors are happy and confident that the school's inclusive ethos and emphasis on being safe is paramount to school life.</p>



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	<p>Governor meetings including information about local and national initiatives. Any implications for school to be discussed.</p> <p>Child chats to be undertaken with staff and children with a focus on feeling safe, including online safety.</p> <p>To consider carefully the safeguarding update provided at each full governing board meeting by the HT.</p>				
<p><b>To help ensure financial stability and the effective and efficient management of financial resources within a challenging current climate.</b></p>	<p>To review the school's financial position and outlook on a regular basis working with the School Business Manager and Headteacher.</p> <p>Provide challenge and questions at Governors meetings when presented with reports and updates.</p> <p>To have a clear understanding of the financial forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated and be continually mindful of how better value for money can be achieved from the budget</p> <p>Set achievable goals and address priorities identified for school improvement including that of the school building itself.</p> <p>Work collaborately with school leaders, staff, Human Resources and Trade Unions to implement a staffing review and redesign.</p> <p>Review the impact of Pupil Premium, Sports Premium, Covid Catch Up funding and Tutor funding on pupil development.</p> <p>Specific Governors on the Finance Committee to attend relevant training.</p>	<p>Finance, Premises and Personnel Committee Governors</p>	<p>On a termly basis</p>	<p>Three year financial forecasting is carefully compiled and strategically evaluated and analysed in order to set longer term goals.</p> <p>Multi year financial planning and forecasting has enabled leaders to carefully budget plan and realistically set short term goals.</p> <p>A successful external financial audit is achieved.</p> <p>A staffing redesign has been carefully considered due to financial pressures.</p> <p>The best curriculum has been taught with the budget available through careful consideration of curriculum needs and educational experiences that enable pupils to thrive.</p> <p>Contracts and Service Level Agreements have been at least annually reviewed for best value.</p> <p>The intended outcomes of the Pupil Premium and Sports Premium Plans have been regularly evaluated/reviewed in order to ensure that short term goals are best secured to achieve longer term impact.</p> <p>The areas identified in the Asset Management Plan have been addressed in a timely manner as well as any action identified in Premises and Health Safety Reports.</p>	<p>Multi year financial planning has ensured that the deficit budget is being carefully and considerably managed. Governors are in support of this process and are committed to working with the SBM and Headteacher and LA to ensure that hopefully the school is able to reach a better financial outlook in the coming years.</p>



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				A very successful Health and Safety Review has been carried out by Tameside's Health and Safety Team.	
<b>To continue to help develop mental health and well being across school.</b>	<p>To review the mental health and well being policies and procedures for staff and pupils and whether these are consistently applied across school.</p> <p>To develop an even greater awareness of the impact of mental health and well being on physical and social health and the success of both pupils and staff.</p> <p>To have a clear understanding of how staff workload has been reduced- a focus on feedback as opposed to lots of written marking; staff dress down day each week, feedback from questionnaires and open surgeries. To consider its impact.</p>	SLT, Safeguarding team, School's internal attendance office (JT) sub-committee of governors who carry out child chats related to mental health.	Autumn Term	<p>Governors have worked with the Well Being Team in school, attending relevant INSET, carrying out child chats and analysing questionnaires and have attended assemblies and committee meetings on mental health and well being; Well Being Committee and School Council. This has helped drive improvement.</p> <p>Governors are conversant with up to date guidance from the DFE and LA.</p> <p>Governors who attended a recent Tameside course on the importance of attendance are meeting regularly with the school's internal attendance officer to help ensure that if a mental health issue is affecting a child's attendance, all avenues are being explored to combat this.</p> <p>A high quality, evidence based and age-appropriate PHSE curriculum is in place, monitoring is ongoing and appropriate amendments made when deemed necessary.</p> <p>Above all, school is a happy, nurturing environment, safe and supportive, where children want to be and are keen to learn. It reflects the vision for the school.</p>	<p>School continues to actively support well being and mental health. The inset, child chats, committee meetings and assemblies have all provided a collaborative focus for raising whole school awareness and the further development of an informed approach to supporting needs.</p> <p>Governors are aware of EBSA and how this is a challenge for families and school. Meetings with the attendance officer have provided governors with insight and understanding of how school works with the EWO and families to combat issues experienced.</p>
To action plan more effectively and efficiently, be more self reflective and drive for greater improvement	<p>To invite Keith Adams, our school improvement officer to carry out an external review of governance to gain an independent, informed assessment of strengths and areas for development.</p> <p>For KA to assess how effectively and efficiently the GB is operating within the 6 features of effective governance,</p>	Chair, vice chair, SLT, site business manager and any other available governors	Spring 2024	<p>Governors are aware of how well the school's Governing Board is working and of strengths and weaknesses.</p> <p>The Governing Board has been helped to identify priorities for improvement and been supported in deciding what steps to take.</p> <p>The GB is able to provide reassurance to all stakeholders and others that it takes its responsibilities very seriously and is endeavouring to carry these out more effectively.</p>	The governing board continues to work efficiently and effectively to support and challenge leaders in driving further improvement. Action planning is all interwoven with performance appraisal and the School Development Plan and Sekf Self Evaluation Document. Work with Keith Adams School Improvement Partner continues to provide a knowledgeable and reflective critical eye to support school in striving for best outcomes.