



Penygarn Community Primary Governor Development Plan (2015 - 2016)



Key Question 3: How good are leadership and management?		<ul style="list-style-type: none"> • Leadership • Improving quality • Partnership working • Resource management 			
Success Criteria:	<ul style="list-style-type: none"> • Further improve the effectiveness of the governing body by: (EAS - Autumn Term Visit 2014) <ul style="list-style-type: none"> ○ Ensuring that the EAS Governing Body Self-Evaluation is completed and monitor its impact on raising standards. ○ Considering application for the 'Bronze Award' for governors in the future. ○ Ensuring that governors continue to build an evidence base to demonstrate its effectiveness in holding the school to account • Develop the strategic role of the governing body (EAS - School Support Plan) <ul style="list-style-type: none"> ○ <i>Governors use high quality, evaluative assessment and performance information to effectively challenge and support the school in making improvements</i> ○ <i>All governors show determination in challenging and supporting the school in bringing about necessary improvements.</i> ○ <i>The governing body has an excellent knowledge of pupils' and staff performance.</i> ○ <i>The HT is held to account effectively by the governing body.</i> ○ <i>The outcomes of monitoring and evaluation are fed back regularly to the governing body.</i> 				
Estyn Recommendations	R3: Improve the monitoring of the quality of education by subject leaders and the governing body as a whole, so that they are better informed from first-hand evidence about the school's performance:				
Budget Implications:	<ul style="list-style-type: none"> • CPD Costs • Staff/Governor Meetings 		<ul style="list-style-type: none"> • Governor ID Badges • 		
Lead Person	Matthew Ford		Others involved	SLT Class teachers Governors Systems Leader EAS Governor Support	
Objectives	Date to be achieved	What has been achieved		Impact	Evidence

1. All governors to complete self evaluation questionnaire (Link to 16)	May 2015			
2. HT and COG to analyse results and amend GDP accordingly (Link to 16)	Sept 2015			
3. Governors attached to Key Question 1, 2 & 3 to complete Self Evaluation format with lead person (Link to 17)	July 2015			
4. Follow up actions identified on self evaluation to be included on GDP or added to forthcoming agendas as appropriate	Sept 2015			
5. FGB to revisit list of governor additional responsibilities to ensure all of the following roles are covered: (Link to 15) a. ALN b. Safeguarding/Child Protection and LAC c. Health and Safety d. National Priorities e. Closing the Gap f. Welsh g. Attendance h. Key Question Governors	May 2015			
6. Named governors to meet with lead person in school by the end of Summer 6 and report back to FGB in Autumn 1 (Link to 15)	Sept 2015			

7. HT and COG to audit governor training needs in light of self evaluation and develop a CPD programme to address key areas (Link to 14)	Sept 2015			
8. Identify a working party of governors to devise a new governor induction pack based on the EAS model	Dec 2015			
9. Further develop the role of the School Improvement Committee to oversee the school curriculum	Ongoing			
10. Review and adopt protocols for governor visits and record keeping of visits (Link to 15)	Sept 2015			
11. Implement a programme of governor school visits to start in September 2015 (Link to 15)	July 2016			
12. Set up and implement an annual calendar of FGB activities to include: <ul style="list-style-type: none"> • Tours of school • Informal meetings with staff • INSET days 	July 2016			
13. Review FGB performance against criteria for Governor 'Bronze Award' and apply if appropriate	Sept 2016			

<p>14. School/EAS: All governors will complete an 'Annual Skills Audit' which enables the governing body to establish its overall skills and knowledge base. The outcome of the audit will highlight strengths as well as areas for development and will identify any training required. Governors will use the 'EAS Governor Training Programme' for the autumn and spring term 2014 to prioritise training.</p>	<p>Annually by Sept</p>			
<p>15. EAS/School: The school will continue to develop the role of the link governor. Link governors will be assigned to areas of the SIP. Protocol for link governor working will be developed and agreed with the whole governing body with support/guidance from the challenge adviser. This will include joint learning walks to be completed with the HT/SMT, CA and members of the governing body on a termly basis.</p>	<p>July 2016</p>			
<p>16. EAS/School: The governing body will begin self-evaluation processes to include individual governor questionnaires (completed and analysed by the governor support service to provide an overview of how the</p>	<p>May 2015</p>			

governing body rate their own effectiveness and identify areas for development).				
<p>17. EAS/School: The governing body will complete their own self-evaluation, providing clear evidence of governors monitoring and evaluating the schools progress in line with the Estyn Criteria. The completed Evaluation and subsequent Action Plan will form part of the evidence for Key Question 3 of the Schools Self Evaluation. The challenge adviser will provide support to complete this activity.</p>	<p>Sept 2015</p>			