

2020/2021

Authors: Mrs Sandra Wiseman - Head Teacher
Mr Colin Avern – Chair of Governors



Adoped at full LGB meeting on Thursday 1st October
2020



Reaside Academy Link Governor Plan 2020-2021

Ofsted key findings for parents and pupils – November 2016

This is a good school

- Since the last inspection, the headteacher has established a caring, orderly and ambitious culture. As a result of her clear expectations for all, the quality of teaching is improving steadily and standards across the school are rising.
- The headteacher has made sure that parents understand the substantial changes she has made, and how they can support their children's education.
- The local governing board, well supported by the academy trust, provides effective oversight of the school.
- Teaching is good. Teachers know their pupils' abilities very well, and provide work that challenges them. They check pupils' understanding regularly so they can adapt their lessons when necessary.
- The regular opportunity to respond to the detailed assessments of their work enhances pupils' progress.
- Inspection evidence showed that pupils across the school are currently making strong progress in English, mathematics and a range of other subjects including science, art and music.
- Leaders are skilled at identifying how to support pupils who have special educational needs and/or disabilities. When necessary, they do not rest until they have secured the necessary assistance from outside the school.
- There are some inconsistencies in the teaching of mathematics. Teachers sometimes use different terms or approaches to teaching calculations, which can cause children some confusion as they move from class to class.
- Pupils rightly feel entirely safe in school. They are keen to learn, and very much enjoy their lessons. Behaviour is good and pupils take a consistent pride in their work.
- Lessons devoted to spelling, punctuation and grammar are raising standards in these skills. However, younger pupils in particular do not have sufficient opportunity to practise them in longer pieces of writing.
- Although pupils have a number of opportunities in lessons to express their ideas orally, some pupils' spoken English remains rather hesitant and underdeveloped.
- Leaders do not summarise information about pupils' achievement concisely enough for it to provide a sharp focus for their discussions.



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■ Pupils' rate of attendance has risen markedly, and is now average.

■ Subject leaders are developing their role in monitoring the quality of teaching. Plans are in place to use the information they gather more systematically.

The governance of the school:

Governance

- The local governing board has a good overview of the school. Governors make sure that they are well informed about the progress of different groups of pupils, and how this reflects the strengths and weaknesses of the school. They check on the expenditure of the additional money provided to support particular groups of pupils, and evaluate its impact. Governors make sure that the school works within its budget.
- Governors are determined to continue with the improvements achieved since the last inspection. They are enthusiastic but not complacent, and are seeking to add to their effectiveness. Governors have recently recruited a governor with a financial background to support the school. In general, governors are well trained, but acknowledge that they should have a more precise awareness of how to interrogate information about pupils' academic performance.



- The local governing board regularly makes sure that the school's procedures keep pupils safe in all respects. Governors ensure that the right checks are made on all staff who work at the school or otherwise come into contact with children.
- Governors involve an academy trust representative in their management of the headteacher's performance so that decisions about her role are well founded. They provide an independent perspective on the pay and performance of other staff.



To become an Outstanding School our target for this academic year is to further develop effective Leadership & Management:

We will do this by ensuring that:

1. Leaders and governors have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.
2. Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.
3. Leaders and governors have a deep, accurate understanding of the schools effectiveness informed by the views of pupils, parents and staff. They use this to keep the school improving by focusing on the impact of their actions in key areas.
4. Leaders and governors use high quality professional development to encourage, challenge and support teachers' improvement. Teaching is highly effective across the school.

Taken from School Inspection Handbook – September 2018

Effective governance is based on six key features:

Strategic Leadership that sets and champions vision, ethos and strategy.



Accountability that drives educational standards and financial performance.

People with the right skills, experience, qualities and capacity.

Structures that reinforce clearly defined roles and responsibilities

Compliance with statutory and contractual requirements.

Evaluation to monitor and improve the quality and impact of governance.

The first two features are the core pillars of the governing body's role and purpose. The second two are about the way in which governance is organised, and the last two are about ensuring and improving the quality of governance.

Reaside Academy - 2019/2020 Meeting Dates

	Autumn Term	Spring Term	Summer Term
Local Governing Board - 4pm	1 st October 2020 10 th December 2020	18 th March 2021	24 th June 2021



Reaside Academy – Phase Leaders 2020-2021

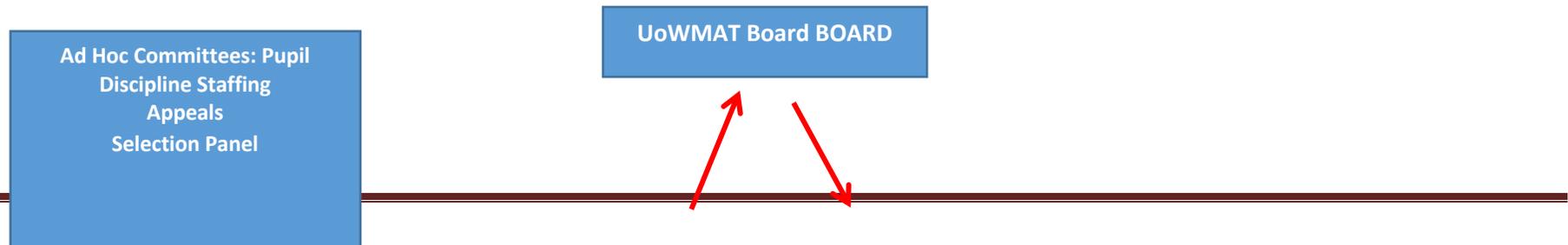
Lower Phase Leader	Mrs. A.Slater
Upper Phase Leader	Miss.S.Rich

Reaside Academy – Subject Leaders 2020-2021

Citizenship & Values Lead	Mrs. A.Dyke
Art & Creativity Lead	Miss. J.Edwards
Science & Technology Lead	Mr. D.Kemp
Social Science Lead	Mrs. A.Slater
MfL & Childrens University Lead	Mrs. D.Wall
English Lead	Miss.S. Rich & Mrs. S.Black
Physical & Emotional Wellbeing Lead	Mr. J.Beech
Mental Health First Aider	Mrs. C.Blair
Maths Lead	Miss R.Nel

REASIDE ACADEMY 2020/2021

Our Structure





LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
Teaching & Learning & Assessment	<p>To embed a reflective teaching culture</p> <p>To embed a broad and balanced curriculum</p> <p>Development of the role of teaching assistants</p>	QUALITY OF EDUCATION	<ul style="list-style-type: none"> To monitor the progress of the SDP targets. To review the SEF. To review curriculum related policies. To ensure a broad, balanced and creative curriculum. Meet with SLT individuals to monitor changes/developments/new initiatives to support teaching & learning. Hold Leaders to account in championing and driving subject areas forward. Attend relevant data training. Gain assurance of systems (BROMCOM) in place for tracking and recording data. 	<i>Member of LGB with educational background/experience</i>	Dr. Kathryn Leflay



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LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
			<ul style="list-style-type: none"> Monitor the development of the new assessment system. Meet with subject leaders (remotely) to explore 'deep dive' questions using LGB suggested format. 		
Pupil Outcomes	Continue to improve outcomes in Writing and Maths data	QUALITY OF EDUCATION	<ul style="list-style-type: none"> Monitor the performance of pupils by critically analysing the school data for pupil groups and holding Senior Leaders to account. Meet with subject leaders (remotely) to explore 'deep dive' questions using LGB suggested format. 	Member of LGB with educational background/experience	Dr. Kathryn Leflay
Finance	To ensure effective management of school finances and contracts	LEADERSHIP & MGT	<ul style="list-style-type: none"> To monitor income and expenditure against budget and explain reasons for variances. To monitor surplus spend requirements for the rebuild. To monitor closely the catering providers ensuring best value and quality school meals. Review the cash flow position and plans for any reserves. Monitoring performance and renewal of contracts. Ensure financial probity and a sound system of internal control. Ensure compliance with financial legislation, reviewing Accounts and Auditor reports. 	Suggested Member of LGB with experience in accounting/financial management	Mrs. Alex Boulter
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
Premises & Health & Safety	To review Facilities Management, Security and Health & Safety and ensure the school complies with its statutory duties to provide a safe and	LEADERSHIP & MGT PERSONAL DEVELOPMENT BEHAVIOUR & ATTITUDES	<ul style="list-style-type: none"> Meet with the School Business Manager. Review the Health and Safety Policy. Attend the Annual Health & Safety walk and monitor the progress of recommended actions. Be updated on H&S matters, Fire Safety and scheduled building work. 	Member of LGB Committee	Mrs. Amy Slater



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	secure school for all children and staff.		<ul style="list-style-type: none"> Understand H&S with regard to contracts and outsourcing the risk. Attend any relevant H&S training 		
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
Governance	<p>To evaluate the effectiveness of the Governing Body and its role in Strategic Management and Accountability.</p> <p>Ensure all governors have a clear understanding based on first-hand evidence based, knowledge of the foundation curriculum offer for our pupils.</p>	LEADERSHIP & MGT	<ul style="list-style-type: none"> Governor Training Needs. Induction New Governors Governor deployment of skills, being mindful for succession planning/skills gaps. Skills Audit. Annual Review GB effectiveness. Review of Link Governor roles & new structure of meetings Assessing contribution and impact to school (Annual GB Action Plan and Impact Statement) Annual signing Business Interests & Codes of Conduct. Timetable of training events and attendance. 	<i>Suggested Chair/Deputy Chair of LGB with assistance from Head Teacher and Clerk to Governors</i>	Mr. Colin Avern
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR



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<p>Safeguarding & Child Protection</p>	<p>To enhance the effectiveness of safeguarding and support for wellbeing.</p>	<p>LEADERSHIP & MGT PERSONAL DEVELOPMENT BEHAVIOUR & ATTITUDES</p> <p>To ensure all safeguarding procedures are shared with the governing body. -Read the up to date 'Keeping Children Safe in Education' document -Request governor attendance at safeguarding update INSET (Autumn Term) To create professional lines of enquiry prior to meeting with key leaders.</p>	<ul style="list-style-type: none"> Regularly meet with Safeguarding Lead & Pastoral Care Team. Be confident that the CP policy and procedures are fully adhered to, ensuring children's wellbeing to be of the highest importance. Ensure all staff, including non-teachers, understand their role in the safeguarding of pupils and are regularly/supported. Review work with outside agencies and keep up to date with best practice and legislation changes. Ensure GDPR is in place and working effectively. Regular up-dates with Head teacher. To monitor the progress of the SDP target. 	<p><i>Suggested: Chair</i></p>	<p>Mr. Colin Avern</p>
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
<p>SEND & Pupil Premium</p>	<p>To establish effective interventions and measureable outcomes for underachieving groups (lock-down lost learning)</p>	<p>QUALITY OF EDUCATION</p> <p>Clearly define intervention programme timetabled to meet the needs of children on the SEN register or PP</p>	<ul style="list-style-type: none"> Meet with the SENCO & PP Coordinator. Review the Policies for approval. Understand children's needs and the provision provided from additional funding. To ensure that the spending of the PP funding is having the desired impact and closing the gap between the attainment & progress PPP's and Non PPP's. Understand which interventions are/are not having the most impact and how these can be developed or addressed. Attend relevant SEN training 	<p><i>Suggested Lead Safeguarding Governor</i></p>	<p>Mr. Colin Avern</p>



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LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
PUPIL RELATED	To ensure the highest regard for pupil's personal development and welfare and the school promotes a culture of high expectations for behaviour and personal achievement.	PERSONAL DEVELOPMENT, BEHAVIOUR & ATTITUDES	<ul style="list-style-type: none">• Meet with the AHTs/ Phase Leaders and attend learning walks observing the school day.• Opportunity to meet with school council and school ambassadors.• Admissions, Attendance, Exclusions.• School Values & House System.• Review the Behaviour & Anti-Bullying policies and procedures in school.• To monitor the progress of the SDP target.• Understand how pupils and parents view the school (organise coffee mornings/ attend Parents evenings)		Mrs. Gail Nolan



REASIDE ACADEMY



LGB DISCUSSION DOCUMENT WITH SUBJECT LEADERS

Subject leaders need to know their subject, not just for inspection but for recognition and celebration of successes, identifying school development priorities and accounting to leaders, governors and others

Date of Discussion.....

Subject Leader.....

Subject.....

LGB Member.....

Outcomes	
Question	Evidence
<ul style="list-style-type: none"> • What knowledge do pupils gain from their subject experience? 	
<ul style="list-style-type: none"> • How well do they retain some of this knowledge? 	
<ul style="list-style-type: none"> • What key skills do they acquire? 	
<ul style="list-style-type: none"> • What does the quality of work in books demonstrate about achievement in the subject? 	
<ul style="list-style-type: none"> • How well can pupils articulate their learning? 	
<ul style="list-style-type: none"> • What is the quality of writing in the subject (where applicable), especially compared to the quality of writing in English? 	

<ul style="list-style-type: none"> • What standards are achieved in the subject – progress and attainment? 	
<ul style="list-style-type: none"> • What is the quality of writing in the subject (where applicable), especially compared to the quality of writing in English? 	
Intent	
Question	Evidence
<ul style="list-style-type: none"> • What part does this subject play in the wider curriculum of the school? 	
<ul style="list-style-type: none"> • What is the overall level of ambition in the subject? 	
Implementation	
Question	Evidence
<ul style="list-style-type: none"> • What key resources drive the teaching of the subject? 	
<ul style="list-style-type: none"> • What challenge is provided for higher attainers in the subject? 	
<ul style="list-style-type: none"> • How is provision adapted for pupils who are below ARE or need support to access the curriculum? 	
<ul style="list-style-type: none"> • What information is given to parents about the subject and what support do they offer? 	
<ul style="list-style-type: none"> • How is the teaching of the subject monitored, evaluated and quality assured for improvement? 	

<ul style="list-style-type: none"> • What particular events, visits or visitors bring stimulus to the pupils' subject experience? 	
Feedback for LGB	
Question	Evidence
<ul style="list-style-type: none"> • What additional resources would assist you in the delivery of your subject / subject lead area. 	
<ul style="list-style-type: none"> • What can the LGB do to assist you in developing/delivering your subject more effectively? 	



Subject Leader report to governors 2020

Instructions

- Before your meeting with governors, please fill in this form to help you report on your subject development journey – depending on the stage you're at, you might not need to fill in all the sections
- We've included **in yellow** suggestions for areas you can cover – delete these as you go along
- This resource includes questions that governors might ask you – reflect on them, but there's no need to prepare detailed answers, as the questions might not all come up in the meeting
- Delete the governors' questions before sharing this form with them
- Send your filled-in form to Ruth.Mashiter@sips.co.uk at least 7 days ahead of the meeting, to give them time to absorb the information

CURRENT SUBJECT PROVISION	
Subject vision and rationale	<p>What are the key principles that underpin your subject? This could include:</p> <ul style="list-style-type: none">• Your educational philosophy• What's unique about your subject• Your school's vision• What you want pupils to have achieved by the time they leave• Overarching principles and aims of your subject• What impression you want your school to leave on pupils• What's essential for pupils to succeed
Subject strengths	
Subject weaknesses	
Other factors	<p>Add any information about school leadership that may have impacted your subject over the past year or 2, e.g. new leadership, funding priorities, specialist staffing etc...</p>
<p>Questions governors may ask:</p> <ul style="list-style-type: none">• How do you plan to address the weak areas in your subject?• How have these weaknesses impacted your school?• What's going well and how can we make sure this continues?• What is your long-term plan for the subject?• How can I help?	

SUBJECT DEVELOPMENT
<p>What you fill in below will depend on what stage you're at.</p> <p>To develop your subject, you need to:</p> <ul style="list-style-type: none">• Identify your subject intent, implementation and impact

<ul style="list-style-type: none"> • Train staff to support your subject development • Implement the changes • Monitor and evaluate subject delivery 	
Subject research	<p>You might include:</p> <ul style="list-style-type: none"> • Case studies about other schools' approaches • Latest educational research – e.g. at the Education Endowment Foundation • How your research links to the 2019 Ofsted framework
Intent	<p>Include:</p> <ul style="list-style-type: none"> • What you want pupils to know and be able to do, at key points and by the time they leave school
Implementation	<p>You might include:</p> <ul style="list-style-type: none"> • Anything you're offering new? • Delivery model – are you teaching cross-curricular learning or discrete subjects • Timetable changes • Teaching and pedagogical approaches
Impact	<p>Include:</p> <ul style="list-style-type: none"> • How changes will improve the quality of education
Results of subject audit	<p>Include:</p> <ul style="list-style-type: none"> • SWOT (strengths, weaknesses, opportunities, threats) analysis
Planned (and implemented) changes to your subject	<p>Include:</p> <ul style="list-style-type: none"> • Brief description of how you're planning to develop your subject • Implemented changes to your action plan (see the section below)
Staff training	<p>Include:</p> <ul style="list-style-type: none"> • Any specific training for individual staff and whole staff to support subject development
Monitoring and evaluation	<p>Include:</p> <ul style="list-style-type: none"> • How you plan to monitor and evaluate the changes to make sure the subject is effective
<p>Questions governors may ask:</p> <ul style="list-style-type: none"> • How does your individual subject fit into the wider subject? • How much time do you plan to dedicate to your subject (weekly and termly)? • What does your subject progression look like? • Will you be using any new resources? Do you have the budget you need? • Do staff have the skills and knowledge they need to deliver the subject well? 	
<p>ACTION PLAN UPDATE</p>	
Actions for this term	

ACTION PLAN UPDATE

Completed actions

Changes to action plan

Actions for next term

Questions your governors may ask:

- Are you on track to have completed all of your actions for this term/year?
- Do you have enough time to implement these changes?
- How are you supporting the wellbeing of staff during this transition?
- What is the impact of these changes?