

REASIDE ACADEMY LINK GOVERNOR PLAN 2019/20

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Adopted by LGB.....



Reaside Academy Link Governor Plan 2019-2020

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
- Leaders do not summarise information about pupils'



hesitant and underdeveloped.

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

achievement concisely enough for it to provide a sharp focus for their discussions.

- 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

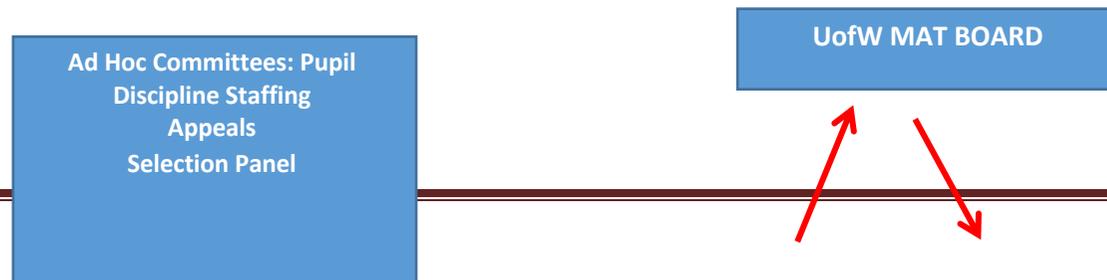
	Autumn Term	Spring Term	Summer Term
Local Governing Board - 4pm	3 rd October 2019 12 th December 2019	12 th March 2020	18 th June 2020
Curriculum Quality & Standards Committee - 4pm	21 st November 2019	5 th March 2020	16 th July 2020



Finance and Personnel Committee – 5pm	10 th October 2019 (6pm)	30 th January 2020	7 th May 2020 11 th June 2020
Pay Committee – 5pm	10 th October 2019		

REASIDE ACADEMY 2019/20

Our Structure





LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR (DATES)
Teaching & Learning & Assessment	To embed a broad and balanced curriculum	Implement new curriculum content -Enable opportunities for staff to work collaboratively to create MTPs for whole academic year -Facilitate staff creation of STPs -Ensure staff are secure in specific knowledge and skills for each MTP	<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 	<i>To be approved at Full LGB Meeting on 3.10.19</i> <i>Suggested Chair/Member of Curriculum, Quality & Standards Committee</i>	



		<p>Evaluate impact of new curriculum -Revisit school Curriculum Review Audit (mid point) to recognise progress made and consider next steps -Develop system of assessment to monitor impact of new curriculum</p> <p>Ensure all subjects represent school curriculum intent -Ensure each subject lead creates a rationale for their subject to demonstrate how it reflects the school curriculum intent</p>	<p>changes/developments/new initiatives to support teaching & learning. Hold Leaders to account in championing and driving subject areas forward.</p> <ul style="list-style-type: none"> Attend relevant data training. Gain assurance of systems (STATonline) in place for tracking and recording data. Monitor the development of the new assessment system. 		
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
Pupil Outcomes	<p>Continue to improve outcomes in writing data</p> <p>Clarify and develop assessment practices in school</p>	<p>OUTCOMES FOR PUPILS</p> <p>Map out texts for study in English lessons – English Curriculum Overview -Ensure a Curriculum Overview is created to reflect representation of BAME authors/characters, picture books, Lexile measure, gender balance, non-fiction considerations. -Share overview with staff. -English leads to have read all texts on English Overview to ensure adequate support for staff.</p> <p>Create whole-school English Curriculum Map -Create more-detailed curriculum map to document how each text should be used to teach skills in: Reading, SPaG, SP&L, Writing along with key human/emotional themes.</p> <p>Provide training to ensure staff are secure in understanding the process to develop children as writers -Organise CLPE ‘Inspiring Writing’ CPD to develop staff understanding and spotlight ‘ideation’ process as a writing stage</p> <p>Creation of an up-to-date policy</p> <p>Ensure and share an up-to-date practice</p>	<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. 	<p><i>To be approved at Full LGB Meeting on 3.10.19</i></p> <p><i>Suggested Chair/Member of Curriculum, Quality & Standards Committee</i></p>	



		document which includes a schedule of assessment (refers to Data-Driven Decision Making objective to enable staff to make decisions after assessments)			
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 	<p><i>To be approved at Full LGB Meeting on 3.10.19</i></p> <p><i>Suggested Chair/Member of Finance Committee</i></p>	
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR (DATES)
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 secure school for all children and staff.	LEADERSHIP & MGT PERSONAL DEVELOPMENT BEHAVIOUR & WELFARE	<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. Understand H&S with regard to contracts and outsourcing the risk. Attend any relevant H&S training 	<p><i>To be approved at Full LGB Meeting on 3.10.19</i></p> <p><i>Suggested Chair/Member of LGB Committee</i></p>	
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR



<p>Governance</p>	<p>To evaluate the effectiveness of the Governing Body and its role in Strategic Management and Accountability.</p>	<p>LEADERSHIP & MGT</p>	<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. 	<p><i>To be approved at Full LGB Meeting on 3.10.19</i></p> <p><i>Suggested Chair/Deputy Chair of LGB with assistance from Head Teacher and Clerk to Governors</i></p>	
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	LEAD GOVERNOR
<p>Safeguarding & Child Protection</p>	<p>To enhance the effectiveness of safeguarding and support for wellbeing.</p>	<p>LEADERSHIP & MGT PERSONAL DEVELOPMENT BEHAVIOUR & WELFARE</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>To be approved at Full LGB Meeting on 3.10.19.</i></p> <p><i>Suggested: Chair</i></p>	



LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	CONTACT
SEND & Pupil Premium	To establish effective interventions and measurable outcomes for SEND and PP children	<p>OUTCOMES FOR PUPILS</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"> -Share which intervention materials are available and how they should be delivered -Provide timetable of interventions for each class group -Support teachers to identify children requiring support through half termly SEN/PP reviews -Evaluate the provision of interventions to support the development of social and emotional skills <p>Assessment materials used consistently to ensure clarity of entry and exit data for interventions.</p> <ul style="list-style-type: none"> -Share which assessment materials are available and how they should be used -Establish measureable impact of interventions -Ensure staff are clear on what successful impact looks like. 	<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 • Support the IQM assessment day 19th September and beyond. 	<p><i>To be approved at Full LGB Meeting on 3.10.19.</i></p> <p><i>Suggested Chair/Member of Finance Committee</i></p>	
LINK GOVERNOR	OBJECTIVE	LINK TO OFSTED AREA & SDP	MILESTONES FOR EFFECTIVE MONITORING	GOVERNOR	CONTACT
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 & WELFARE.	<ul style="list-style-type: none"> • Meet with the AHTs 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 	<p><i>To be approved at Full LGB Meeting on 3.10.19</i></p> <p><i>Suggested Chair of LGB</i></p>	



			school (organise coffee mornings/ attend Parents evenings)		
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OFSTED 2016

Issue 1:	Further improve the quality of teaching
Issue 2:	Develop the leadership of subjects
Issue 3:	Ensure concise information about pupils' academic performance informs leaders' discussions within the school and LGB

LOG OF ACTIVITIES COMPLETED BY

1. Staff seen, duration, type of meeting:

2. Purposes/Activities undertaken:

3. Impact



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