



Virtual External Review of Governance

Louth St Michael's Primary School Spring 2021

Priority for improvement	Action required (Many will be post Covid although some can be undertaken virtually)	By when	By whom	Success criteria
All members of the Governing Body have a clear understanding of their role as strategic leaders- Statutory Function 1.- <i>Ensuring clarity of vision, ethos and strategic direction</i> To continue to look at the development of the board to ensure its effectiveness. (possible circle model)	- To fully embed the school's Christian vision and strategic plan, ensure it identifies the needs of the school in line with the school's ethos. Ask the questions- 'where do we want the school to be in 5 yrs.?' 'How do we get there?' - Ensure that all members of the governing body have a clear understanding of leaders' curriculum intent, implementation and impact and can articulate their role within this.	Summer term 21	FGB/ SLT	- The school's vision is fully embedded and is used in all aspects of school life. - Governors strategic plan links directly to the school's vision, ethos and curriculum intent. - Governors have a strategic overview and are able to hold school leaders to account. - Governors are able to clear articulate the curriculum intent and have a full understanding of the school curriculum and the impact on pupils. They know why the school has developed this specific curriculum for its pupils. - The model of governance enables governors to fulfil their statutory functions, but is also time-smart- enabling a more efficient and effective governing body.

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	- Ensure that all members of the governing body understand their roles and responsibilities. - To have further discussions around models of governance with external advisers / NLG so the governing body can make an informed decision. - ensuring that the governance model and calendar of meeting/ monitoring is useful, time smart for both the governors and school leaders and enables governor to fulfil their statutory functions successfully.			Ofsted EIF – questions to Governors- Quality of Education <i>‘Where has the curriculum come from (how was it devised) and how do you as governors ensure that it meets the needs of all pupils within your community?’- Monitoring/ pupil voice/outcomes/work scrutiny/ subject leader links- questions etc.</i> Ofsted Leadership and management- <i>‘Inspectors will seek evidence of the impact of those responsible for governance’. Inspection handbook Nov 19 para 236</i> <i>‘Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school’s vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils’. Inspection handbook Nov 19 para 242</i>

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SIAMs schedule Leaders have developed a Christian vision that reflects the school's local context	- To make sure that the school has a clear Vision and its associated values grounded in a clear theology firmly rooted in the Christian narrative. - (SIAMs schedule) - Leaders undertake development and training in the SIAMs schedule so they fully understand to important of vision and their role. - Governors regularly monitor the impact of the school's vision to ensure its original foundation is maintained - Governors ensure that a robust self-evaluation process is in place involving the school community in evaluating its effectiveness as a church school	July 2021	FGB/HT/whole school	SIAMs schedule- core question- How effective is the school's distinctive Christian vision, established and promoted by leadership at all levels, in enabling pupils and adults to flourish? - The school has developed and implemented a distinctively Christian vision - The whole school community are aware of the vision, can talk about what it means to them and the impact it has had.
To ensure that the quality of leadership and management improves – To continue to develop expertise in the monitoring of standards, attainment and achievement to ensure that the governing body has an accurate view of standards in the school linked to the School Development Plan milestones.	- Governors have a robust monitoring timetable linked to the SIP targets. Monitoring activities need to be strategic not operational (day to day running of the school) You need a strategic overview and evidence of impact on pupil progress. - Governors have sourced training to support them in the monitoring of standards.	Summer 2021 Timetable of monitoring activities linked to key milestones	HT/COG/Full GB	- All governors have undertaken training and development and have support from the local authority/ Diocese/ external agencies to be able to robustly monitor school improvement - All governors can precisely monitor standards throughout the school and have a clear understanding of areas for improvement and areas of positive practice. - The governing body have a clear understanding of the picture of teaching, learning and assessment throughout

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Linked to the School Development Plan milestones.	- Governor monitoring activities and outcomes are fed back to FGB and are a standing item on the agenda and minuted - Governor training schedule and impact is minuted on FGB as a standing item. - Ensure that records of visit from the school adviser and any other relevant external sources are received in full by a relevant committees and discussed in a timely way.	and data points		the school and can hold the head teacher to account for improvements. - Governors develop their knowledge and understanding of the school and the progress being made by all cohorts and groups. - This is evidenced in informed discussions in relevant meetings, which are clear in meeting minutes. - Governors question and challenge the headteacher and appropriately hold him/her to account for the school's progress and not operational matters. The governing body are able to hold the head teacher and staff to account for standards from a position of knowledge- Statutory Function 2.-. <i>'hold the headteacher to account for the educational performance of the school and its pupils, and the performance management of staff'</i>- <i>Ofsted EIF- Ofsted will question governors about how they fulfil their statutory duties and about improvements against the AFIs at the last inspection (areas for improvement)</i>
All members of the governing body understand the impact of specific funding pots e.g. Pupil Premium not simply how much it is and what it is spent on. <i>'additional staffing paid for using the pupil premium is used to full effect in meeting the</i>	- The pupil premium statement on the school website need to be updated- Governors role is the check this has been done. - The governor pupil premium champion needs to have a clear understanding of the impact on pupil progress/ social development from discussions with	ASAP	FGB/ Pupil Premium Champion/ SLT	- School website is compliant - Governors have clear understanding of the impact of the pupil premium grant and are able to hold senior leaders to account for the progress of pupils in receipt. - Governors are able to talk with clarity about how <i>additional staffing paid for using the pupil premium is used</i>

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<i>needs of disadvantaged pupils, including the most able'. - AFI-Ofsted inspection Louth St Michael's 2016</i>	senior leaders, pupil voice – minuted in board meeting All governors need to have an overview of the impact of pupil premium.- Shared and minuted at FGB			<i>to full effect in meeting the needs of disadvantaged pupils, including the most able.</i>
Agreed date for Progress and Impact Review				
Action plan agreed and ratified by the board		Signed by reviewer:		Signed by chair of governors:
Date: -		<i>Samantha J Stewart</i>		
		Date: March 2021		Date:

Governing Board Action Plan - Progress and Impact Review Log

Priority for Improvement: (from action plan)	Action undertaken	Evidence of Impact What has changed as a result?	Progress and Impact Review (date of follow up visits/conversations)