

2020/21

Coombe
Hill Junior
School

GOVERNORS' STRATEGIC PLAN

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School Values

Creative

We have a broad, balanced, exciting and challenging curriculum

We are encouraged and given opportunities to be creative

We are enthusiastic about our learning

We are helped to identify and value our progress

Encouraging

We are encouraged to share new ideas and approaches and to learn through doing

We show empathy and listen to each other

We are committed to making our school a happy place

We are each understood as individuals

We understand the importance of developing resilience

We celebrate each other's success and are praised for real effort

We are expected to be reflective about ourselves and our learning

We are all provided with the opportunity to develop our leadership skills and to become independent

Aspiring

We want to make a difference in the world

We build positive and supportive relationships

We show pride in ourselves, our work and our school

We care for and respect each other and our environment

We are expected to take responsibility

The core functions of governance -

- To ensure clarity on the school's vision, ethos and strategic direction
- To hold the Headteacher to account for the educational performance of the school and its pupils and the performance management of staff
- To oversee the financial performance of the school and make sure its money is well spent

Governor's 2020/2021 Key intents:

1. Ensuring that the Governing Board's structure and remit enable it to effectively carry out its role and core functions
2. Ensuring that the school has an effective Covid-19 strategy and recovery plan

AIM: 1 To ensure the Governing Board is effective in its role

Actions	Success Criteria	Lead Responsibility	Timing	Monitoring and Evaluation
1A: To embed named governor roles	Clear action plans produced by named governors and evidence that the school is compliant and effective.	Named governors	By end of autumn term	Planned communication between relevant governors and school leads carried out where possible and reported to CSG, committees and FGB; safeguarding/PP/SEND/GDPR/IT/H&S. On going process - provides evidence for L&M and QofE. Good progress across all disciplines (IT on hold).
1B: Chairs of committees to plan strategic link visits across the year	Link visits identified, feedback provided to demonstrate impact of school activities on pupils' achievement and, behaviour and well being.	Chairs	By end of autumn term	Visits carried out as identified in committee meetings and minutes and recorded in notes of visit. e.g. maths/history/geography. On going process - provides evidence for QofE and L&M
1C: Succession Planning	Plan in place for the succession of every key role on the FGB and all committees.	Chairs	By the end of summer term	Three new governors have been appointed to the Governing Board. All have joined committees with a view to identifying Chair successors in the 21-22 financial year.
1D: Committee priorities	Clear identified priorities for each committee in line with SDP and statutory requirements.	Chairs	By end of autumn term	Chairs to ensure that strategic priorities for each committee are identified and discussed in committee meetings, with appropriate time given to ensure input and engagement from all relevant committee members.

AIM 2: To hold leaders to account for the quality of education

Actions	Success Criteria	Lead Responsibility	Timing	Monitoring and Evaluation
3A: Continue to develop the GAS to reflect the changes in the curriculum and the new Educational Inspection Framework (EIF).	Committee Chairs to update GAS on a regular basis and share with FGB.	Chairs	Ongoing	Governors' awareness sheet (GAS) updated to reflect new Ofsted criteria. Training session implemented for all Governors on the EIF.
3B: Build governors' understanding of how the school's curriculum impacts pupil outcomes, including the closing of attainment gaps (particularly for PPG and SEND children).	Governors are able to explain and evidence impact.	HT/Chairs	Ongoing	Mainly through the Curriculum and Standards committee. Discussions with SLT and evidence of impact of T&L through pupil achievement records. Regular committee highlights to FGB with a focus on pupil outcomes.
3C: Governors to make sure that an effective Covid recovery plan is reflected/built into the school's short (SDP/SEF) and long term vision, including an effective school staffing structure with clear accountability for middle leaders.	Governors are able to explain and evidence how curriculum reflects vision and context in the GAS and how the school is implementing the recovery plan.	HT/chairs	Ongoing	Governors involved in establishing the school's long term vision. Evidence in SDP and GSP. Need to ensure that changing circumstances and recovery from Covid are reflected in the Vision/SDP/GSP.

AIM 3: Ensure governing board oversees the long-term strategic plans for the school and the maintenance of a clear vision

Actions	Success Criteria	Lead Responsibility	Timing	Monitoring and Evaluation
4A: Ensure continuing focus on strategic direction of the school	All Governors are clear on SDP intents and how it links to school vision and context.	CoG/All	Ongoing	Evaluations at all levels shows strategic coherence and effective implementation. The school is able to demonstrate the consistency of implementation by SLs and MLs.

4B: Obtain all appropriate guidance on strategic direction from AfC and others		CoG/All	By end of summer term	
AIM 4: Ensure training and development is effective and consistent across the Governing Board				
Actions	Success Criteria	Lead Responsibility	Timing	Monitoring and Evaluation
5A: Governors optimising awareness and development opportunities to effectively set strategic agenda for GB	Governors aware and signed up to mandatory training as determined by the committee terms of reference	All governors	Ongoing	In-person training has been affected by Covid. Need to monitor take up of CPD in committee ToR and general FGB CPD.