



**Pudsey
Grange
School**

Pudsey Grangefield Governing Body Improvement Plan Review

January 2019

Governors continue to have a good understanding of the progress that the school has made since its last inspection and they have a clear, shared vision of how the school needs to continue to develop. A skills audit was carried out in 2018 and this ensures Governors are rigorous about appropriate training, which allows them to give strong and effective challenge to the Principal and SLT. Governors have supported school leaders in tightening performance management procedures so that they effectively challenge staff at all levels to improve the outcomes for pupils and to promote effective practice across the school. Governors effectively monitor that these procedures are implemented successfully through Task and Monitoring meetings and regular reports. Arrangements for safeguarding are effective and all statutory requirements are met through regular meetings between the Safeguarding Lead and Safeguarding Governor.'

Inspection Report 27-28 September 2016

The 2017 outcomes for students were unacceptable but with rigorous interventions, training, outstanding commitments from the SLT and all teaching staff, students have benefitted as the August 2018 results have shown. All levels of teaching and data continue to be regularly reviewed by Governors and external inspections to validate this information and continue to be proactive on the Key objective: 'Raising Student Attainment'. This is not only in the terms of process which are seen to be robust, but also in subject content and its support for different cohorts of students.

David Webster

Chair of Governors

Key Area: 1. Holding School Leaders To Account.					
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	September 2019
<p>1.1 Robustly monitor and challenge student outcomes as identified in the School Improvement Plan.</p> <p>Attendance at the Task and Monitoring Group, supervised by Neil Clephan.</p>	Governors contribute positively to 'good' student outcomes.	<p>Keep to our monitoring schedule, and ensure all visits are recorded and stored at PGS.</p> <p>Ensure evidence comes from different sources, e.g. book scrutiny, student voice.</p> <p>1:1 Meetings with Dept. heads.</p>	Each Governor has a role in this as allocated by the Chair and the Head Teacher.	<p>Regular minuted feedback at committee meetings, which give a meaningful picture of the current position.</p> <p>Challenge at every opportunity.</p>	<p>Monitoring of Governor visits made and recorded.</p> <p>Governor participation in Task & Monitoring meetings, reported back in FGB / Committees.</p> <p>September results show significant progress At GCSE and positive picture at A Level.</p>
<p>1.2 Understanding Pudsey Grangefield outcomes measured against external national data.</p>	All Governors having an understanding of pupil performance and use this to inform the focus of Governing body and committee meetings.	<p>Keep training up to date.</p> <p>Understand changes to national measures and use IDSR dashboard.</p>	<p>Governor Support Services.</p> <p>SLT.</p>	<p>Training will have taken place.</p> <p>Governors will have attended.</p> <p>Key Governors will be familiar with online external data (SISRA).</p> <p>Y7 catch up.</p>	<p>All data presented at meetings measured against national outcomes.</p> <p>SISRA information available to Governors for scrutiny through FGB/Committees.</p> <p>Governors have access to SISRA.</p> <p>Task and Monitoring meetings with Principal and SLT.</p>
<p>1.3 Ensure that all groups of pupils, as outlined in the Ofsted report, are being assessed and monitored effectively by the school and are making at least good progress.</p> <p>Monitoring the correct use of Pupil Premium funding. Ensuring school leaders have sufficient focus on these vulnerable students.</p>	<p>To ensure more students make good progress across a range of subjects.</p> <p>This is crucial for the most able and PP students as identified in 2018 outcome analysis.</p>	Sharp focus on this in relevant monitoring visits.	Shared responsibility through Governors and SLT.	<p>Minutes of Governing body meetings note that monitoring finds positively on these outcomes, or challenges underperformance.</p>	<p>Governors have offered significant challenge to Senior Leaders both in meetings and in visits.</p> <p>Data presented to Governors, reflected in 2018 outcomes, evidencing honest and realistic assessments.</p> <p>Task and monitoring Meetings.</p>

Key Area: 2. Ensure Governors Have The Necessary Skills To Undertake Their Responsibilities.					
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	September 2019
1.1 To carry out a skills audit May 2018.	Working towards broad and balanced skills set.	Analyse the skills audit to identify strengths and weaknesses.	Complete the individual audit, which will be submitted to Governor Service for analysis.	Report to Governors.	Ensure LEA / Co-Opted vacancies filled and appropriate training undertaken and inducted.
1.2 Governor Training.	Ensure Governors are able to access the training required to undertake their role.	Governors undertake relevant training. Invitation to Governor meetings for relevant information to keep up to date.	The training Governor, Vice Chair and Clerk will continue to advise on training opportunities.	Governing Body minutes from FGB and Committees, show evidence of Governor training linked to specific responsibilities. Impact / Usefulness to school reported.	Ensure the training Governor and Vice Chair continue to keep training records up to date. Inductions carried out for new Governors.
1.3 Ensure that new Governors are appointed and inducted quickly and effectively into their role and that succession planning is in place.	New Governors appointed and feel confident in fulfilling their role. Ensure a buddy system is in place if required.	Check the school induction pack for Governors. Agree a succession strategy. Checklist for induction.	Training Governor, Vice Chair or GSS.	Minutes of Governing Body meetings. Evidence that a pack has been produced and ensure that once Governors have been appointed, they have been inducted early into their role.	Inductions carried out. New Governor induction Modules 1 & 2 have been completed. Governors allocated to committees. Appropriate training given for specific roles.

Key Area: 3. Governors Actively Engage With Stakeholders.					
Priority	What outcome do we want?	What will we do to achieve this outcome?	Who will do it?	How will the GB check on progress?	September 2019
1.1 Governors explore opportunities for parents to give feedback about effectiveness of Pudsey Grangefield as an organisation.	Parents to have a voice in their child's education.	Discussion at relevant sub-committees to generate ideas	Committee Chairs ensure it is active on agendas, including any gathered feedback. Shared responsibility.	Committee reports to FGB.	Parent Surveys taken after parent/teacher evenings.
1.2 Governors engage with student voice.	Student Council maintains a Governor link. The Student Council representative is invited to meet Governors. Governors actively attend open evenings, awards ceremonies, school productions, careers events etc.	Seek out opportunities.	Shared responsibility.	Feedback at FGB and Sub-committee meetings.	Annually at a FGB meeting. Safeguarding meeting undertaken on an annual basis. Governors with specific responsibilities to engage on an annual basis.
1.3 Governors contribute to links with outside organisations to raise student experience and aspirations.	Governors who can create contacts and experiences for students to support raising aspirations.	Governors know who to contact within the school and vice versa.	Shared responsibility.	Feedback at Committee, FGB, Task and Monitoring meetings. Staff and student surveys.	Updated through FGB at quarterly meetings if applicable.