

External Review of Governance for Chilmark and Fonthill Bishop CofE Primary School

Background and context	<p>The External Review of Governance (ERG) was commissioned by the Chair of Governors of Chilmark and Fonthill Bishop CofE Primary School, following an Ofsted Inspection on 10th and 11th May 2017.</p> <p>The Ofsted inspection team recommended that an ERG should be undertaken in order to assess how the governance aspect of leadership and management might be improved.</p>
Issues identified by Ofsted	<p>Ofsted identified the following areas that required improvement:</p> <p>Capacity in leadership has been limited until recently because of the newness of the governing body and the teaching staff. Governors have provided limited challenge and expectations have not been high enough.</p> <ul style="list-style-type: none"> • Strategic leadership from governors, although needed for the school to make rapid progress, has been absent • Leaders’ planning for improvement is not focused sharply enough on the impact actions have on improving pupils’ learning. As a result, the pace of change has not been swift enough • Too often, teachers do not challenge incorrect work, so pupils continue to make the same mistakes • The quality of teaching is not consistently good, which hinders pupils’ progress • Pupils are not provided with opportunities to show enquiry skills. Their thirst for learning is not developed within the teaching provided • Some pupils lack pride in their work. This hampers their accuracy, presentation and legibility • There is not enough challenge for the most able pupils, including for the most able children in early years • Some children in the early years do not achieve as well as they could. Learning activities occasionally lack sufficient purpose <p>What does the school need to do to improve further?</p> <ul style="list-style-type: none"> • Improve the quality of governance so that it provides effective strategic leadership that supports and challenges school leaders and, as a result, improvements happen rapidly. • Leaders and those responsible for governance should ensure that standards continue to rise by planning improvements in teaching with a focus on learning.

	<p>Improve the quality of teaching, including in the early years, by ensuring that:</p> <ul style="list-style-type: none"> – staff and pupils have high expectations – work is monitored more stringently, progress is rapid and expectations are consistent – the most able pupils are led into learning that is sufficiently challenging and deepens their thinking – the confidence and pride of pupils is raised so that they participate fully in their learning, understand their potential, and recognise the importance of accuracy. <p>Governance of the School: Governance has gone through many changes in recent years. Current governors are keen to develop their understanding of school leadership. Link governors, such as those for mathematics, the arts and for pupils who have special educational needs and/or disabilities, are providing appropriate rigour and assistance. These aspects of governance are embryonic so the impact is limited. It is recommended that a review take place to help speed up the process of school improvement</p> <p>An external review of governance will support both governors and school leaders to begin to address this.</p>
Process of the Review	<p>A meeting was held on 7th June 2017 with the Headteacher and the Chair of Governors to agree the scope of the review and to establish the requirements of the governing body. Paperwork for audit purposes was requested and provided, papers included: minutes of the full governing body, governors monitoring records, Headteacher reports to the FGB, committee minutes, the school development plan and individual compliance returns from three governors.</p> <p>On 18th July the reviewer met with 9 governors (including the Headteacher and staff governor). The reviewer also facilitated a governor self-review session based on the APPG 20 questions. Most governors attended the review session.</p> <p>A meeting between the Headteacher, Chair of Governors and other governors is calendared to take place on 4th September 2017, before the review is published, to allow for corrections and clarifications. A review against progress should be agreed upon acceptance of the ERG</p>
Summary of conversations, compliance documents and review session:	<p>Compliance Returns The reviewer received 3 completed compliance returns and some correspondence by email.</p> <p>Core Area 1: Ensuring clarity of vision, ethos and strategic direction Governors agreed that although playing some part in setting the strategic direction, vision and ethos they did not play a ‘significant’ role in setting a strategic vision and felt that the vision was held within school rather than being led by the governing body. The board has not agreed a strategic direction and</p>

have become reactive to situations. This review is designed to enable governors to move into a leadership role as expected by Ofsted.

During the review it was clear that a number of governors have a wide range of skills which would enable this priority however these skills were either not yet recognised or used. Governors are new to the role and will benefit from training and meeting other governors to establish their own method of holding the senior leaders to account.

Key documents such as the SEF and SDP were not evidenced as 'belonging' to the governing board and governors expressed disappointment that they were not working closer with leaders to ensure school improvement. Again, it is hoped that this review will identify actions that the GB can take to develop their leadership role.

The governors voiced a strong commitment to the school and accepted that actions had not always supported the leadership to improve standards, however, the conclusion of the days review was that the current governors are looking forward to the development of the GB and establishing themselves as a good governing body which will be recognised at the next inspection.

Core Area 2: Holding the Headteacher to account for the educational performance of the school and its pupils

Some governors confirmed that they were conversant with Raiseonline but found it to be complicated. Governors were not aware of the new data analysis system that will be introduced for September 2017 (Analyse School Performance ASP). Governors will benefit from becoming confident with the in school tracking system and should ensure that this is reported on regularly to evidence improvement.

Governors were generally unaware of the Performance Management cycle of the Headteacher and staff. It was agreed that the Headteacher's PM process was not completed within the appropriate timescales. Governors were also unaware of the requirement to receive information relating to staff performance management to enable accountability. Governors will need to become more involved in the monitoring of improvement relating to the Quality of Teaching to ensure value for money.

Core Area 3: Overseeing the financial performance of the school and making sure its money is well spent

Governors place themselves at risk if they are not fully conversant with their responsibilities and should seek advice and support from external sources to ensure that they are compliant.

There was a strong feeling that the financial management systems were efficient and robust but more could be done to benchmark with others to provide information that this is the case.

Ofsted recognised that Pupil Premium funding was spent effectively and governors confirmed that the funding was impacting on the educational progress and attainment and was being directed to support pupils through areas which were impacting on closing the gap between them and their peers. As in Core Area 1 it will be important for governors to regularly discuss the impact of Pupil Premium funding and maintain a balance of nurture and support that leads to educational improvement.

Core Area 4: Effective Governance Practice

The review session allowed governors to discuss and review their current structure and the GB will need to decide how it is to fulfil its role in the future. A number of governors are very active within school and others support and challenge as much as is possible. The current governance overview is not having the required impact on the development of the school and the GB will need to act upon the report and agree more efficient structures and processes to allow governance to become good within the Ofsted framework and to further relationships with senior leaders which have become strained in the recent past. There is every opportunity for this to happen given the governors enthusiasm to re-define their roles and responsibilities.

Governor training is a challenging area with governors expressing frustration at some courses being cancelled, little opportunity to cascade their own training and a lack of a planned training calendar within the GB. This should become an area where this governing body can take a strong lead and stimulate local conversations.

The Chair of Governors volunteered to step into the role in May 2017 and has confirmed that he will step away in March 2018. He has brought stability and is developing a strong working relationship with the Headteacher. Governors were supportive of the Chair and felt that, given the circumstances, he is leading the GB effectively. The current vice Chair has confirmed that he is prepared to become the Chair of Governors. It will be worth exploring whether this succession planning could be brought forward to enable a 'dovetailed' change over. There is a need for support for the current and future Chair through governor services, a local teaching school or through the coaching and mentoring services of a National Leader of Governance.

Future succession planning at all levels must be discussed so that there is a vice Chair with a clear understanding that the vice Chair will become Chair in the future.

The clerk to governors is very experienced and governors spoke highly of her and reported that she will now be recording subcommittee meetings in the future. The FGB minutes are well presented with actions clearly marked and delegated to individuals. Governors should be aware of handing many of the actions directly to the Headteacher. For example the minutes of 9th May 2017 detail all actions for the Headteacher. It is accepted that most may fall to the senior leaders but an action such as *Action 6.1:*

	<p><i>Establish strategic plan headings and share with working party</i> should fall on the GB who lead on the strategic planning. It should also be highlighted that this meeting took place at 6.00pm on the night before the Ofsted inspection and governors should reflect if this was the best use of the Headteacher's time.</p> <p>The minutes do not record a high degree of scrutiny and challenging questions from governors to school leaders. The Headteacher's report contains the level of information that governors need to receive to enable them to hold senior and middle leaders to account and should stimulate questions from governors which will hold him to account for future school improvement.</p> <p>The use of the phrase 'on-going' within the minutes does not allow for accountability of individuals or committees and it is recommended that an end date is agreed to allow all to be held to account for specific actions which fall to school leaders and governors.</p>
Conclusion	<p>The governors of Chilmark and Fonthill Bishop CofE Primary School are a committed and passionate group of people who clearly want what is best for pupils at the school. In recent times they have not led the strategic direction for the school or developed the school's vision and ethos. They are committed to improving their governance. Leadership of the GB has changed a number of times and the recent Ofsted inspection has highlighted a number of areas for improvement.</p> <p>Some governors provided the reviewer with their compliance documents while some governors did not feel confident to complete this document. All governors willingly took part in face to face discussions and most were able to attend the facilitated self-review session.</p> <p>Governors also accepted that they need to improve their practice to ensure that they are holding the school leaders to account and are overseeing the provision of good education.</p> <p>I recommend that governors take the opportunity, through their self-reflection to review their structures and access training to enable a greater understanding of their role. Governors are exploring the opportunity to join a Multi Academy Trust and should explore how this may improve their governance.</p>

Recommendations	<p>Core Area 1: Ensuring clarity of vision, ethos and strategic direction</p> <ul style="list-style-type: none"> • Establish a strong strategic vision which is led by the governing body and includes input from a wide range of stakeholders • Ensure that governors are involved in the production of relevant areas of the SEF and SDP • Engage with other governors to identify how effective governance can make a difference to school improvement <p>Core Area 2: Holding the Headteacher to account for the educational performance of the school and its pupils</p> <ul style="list-style-type: none"> • Access training to cover the use of data, especially ASP, as soon as possible • Agree the dates for the HT Performance Management and review • Ensure that staff Performance Management has taken place and that a Pay Panel is in place to hear recommendations from the Headteacher <p>Core Area 3: Overseeing the financial performance of the school and making sure its money is well spent</p> <ul style="list-style-type: none"> • Continue to ensure that external funding is used effectively to improve standard <p>Core Area 4: Effective Governance Practice</p> <ul style="list-style-type: none"> • Continue to agree the governance relationship with the school and school leaders to ensure that governance becomes strategic • Explore opportunities to bring the succession of a new Chair forward to enable a planned handover • Governors to develop their questioning skills to enable this to be evidenced by external agencies • Review current structures and identify support that a MAT may bring to governance
Date of follow up visit:	tba

Keith Clover NLG 07/11/2018



Trefoil Governor Consultancy and Training

Action Plan for Chilmark and Fonthill Bishop CofE Primary School

Ofsted Report May 2017				
Priority for improvement Leadership and Management	Information and Action required	By when	By whom	Success Criteria
<p>What does the school need to do to improve further?</p> <ul style="list-style-type: none"> -Improve the quality of governance so that it provides effective strategic leadership that supports and challenges school leaders and, as a result, improvements happen rapidly. -Leaders and those responsible for governance should ensure that standards continue to rise by planning improvements in teaching with a focus on learning 	<p>See points 2.1 and 2.2</p>			

<p>Improve the quality of teaching, including in the early years, by ensuring that:</p> <ul style="list-style-type: none"> – staff and pupils have high expectations – work is monitored more stringently, progress is rapid and expectations are consistent – the most able pupils are led into learning that is sufficiently challenging and deepens their thinking – the confidence and pride of pupils is raised so that they participate fully in their learning, understand their potential, and recognise the importance of accuracy. <p>(Ofsted Report May 2017)</p>	<p>Reports to the GB should include evidence and data to meet this Ofsted recommendation and governors should monitor and evaluate against this expectation.</p> <p>The Head teacher's and Senior Leader's reports should detail evidence of improvements in relation to these areas of improvement</p>		<p>Named governors/committee and reports to FGB cross referenced to the School Improvement Plan</p>	<ul style="list-style-type: none"> • Governors receive a detailed breakdown of the quality of teaching in relation to the areas of improvement • Governors cross reference with SLT and middle leaders and evidence improvements within areas identified in the Ofsted report and detailed in the SDP • Reports and observations record that more able disadvantaged pupils are receiving learning that challenges and deepens their thinking
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Governing Body Effectiveness Right Skills				
Priority for improvement	Information and Action required	By when	By whom	Success Criteria
1.1 Do we have the right skills on the governing body?	Governors reported that a skills audit was in process to gain further knowledge of individual skills and identify any skills gaps.	End of Term 1	Chair	<ul style="list-style-type: none"> • The revised NGA Skills audit completed by all governors and potential governors • The GB becomes further aware of the current skills within their number and utilises these skills appropriately • Future governors are appointed in relation to their skills • All governors actively support the CoGs to secure skilled governors to support and challenge the work of the school
1.2 Do we have the right skills on the governing body?	Governors confirmed that they had not been appointed through an interview process and had not received any induction. Agree a recruitment process to enable skills to be identified through an interview process and followed up by an agreed induction process for new governors. Use on line services to identify potential governors	Term 1 2017	Named governor to lead	<ul style="list-style-type: none"> • A recruitment process is followed when seeking future governors • New governors fully understand their roles and responsibilities following a supportive induction process with reference to an agreed induction policy and procedure document • The GB has signed up to an online governor recruitment service

Effectiveness: Are we as effective as we could be?

Priority for improvement	Information and Action required	By when	By whom	Success Criteria
<p>2.1 How well do we understand our roles and responsibilities, including what it means to be strategic (Ofsted Criterion No 7)</p>	<p>The review feedback identified that there was a range of understanding. Some governors understood the core roles and responsibilities, whilst others were not confident. Governors understood the need to be able to challenge further and across the wider leadership team. Deeper scrutiny of data and a range of agreed challenge questions should be used to meet the need to be robust and rigorous. Governors should identify training providers who will provide a range of sessions to support governance</p>	<p>Agree the processes for use throughout 2017/18</p>	<p>FGB (training governor)</p>	<ul style="list-style-type: none"> • The Head and Chair are able to delegate areas of work to SLT and governors to identify challenge between senior leaders and governors • The GB has accessed training and support to enable a focussed and robust strategic conversation to feel engaged with the future direction of the school and to develop even greater understanding of data
<p>2.2 How well do we understand our roles and responsibilities, including what it means to be strategic (Ofsted Criterion No 7)</p>	<p>A facilitated strategic visioning exercise with local stakeholders and governors would enable a greater understanding and ownership of the longer term vision</p>	<p>T1/2</p>	<p>FGB and all stakeholders</p>	<ul style="list-style-type: none"> • All stakeholders are able to create and describe the strategic vision for the school • Stakeholder groups are fully engaged with the work of the school • The school is identified as a central part of the local community

<p>3.1 Do we have a professional clerk who provides legal advice and oversees the GB's induction and development needs (Ofsted Criterion No 7)</p>	<p>Review the Induction of new governors to ensure that they are skilled for the role and fully understand their responsibilities. Agree the process to induct and mentor new governors appropriately.</p> <p>Produce Job Descriptions for key governance areas such as Link Governors, Health and Safety and Safeguarding, and eventually all governors.</p>	<p>As part of the governors annual calendar</p>	<p>Clerk and named governor</p>	<ul style="list-style-type: none"> • The school has an updated Governor Induction policy and welcome pack to include the School Development Plan and links to appropriate documents such as the Governors Handbook and Code of Conduct • New governors are fully aware of their role following appropriate induction, training and mentoring • Job descriptions are produced for key roles
<p>3.2 Do we have a professional clerk who provides legal advice and oversees the GB's induction and development needs (Ofsted Criterion No 7)</p>	<p>Enable the clerk to further record the challenge of the GB. Consider how the clerk can take a lead in agenda setting and develop the role in relation to holding governors to account for their monitoring.</p> <p>Consider how the clerk will be Performance Managed and how this might be linked to the Clerking Competency Framework</p>	<p>As soon as practicable</p>	<p>Core group of governors in negotiation with the clerk</p>	<ul style="list-style-type: none"> • Clerk receives appropriate documentation, on time, to enable the efficient support at meetings • The FGB minutes record and reflect the scrutiny and challenge of the governors • The GB has agreed the process of Performance Management for the clerk • Performance Management cycle for the clerk has started using the Clerking Competency Framework

<p>4. Is the size, composition and committee structure of our governing body conducive to effective working? (Ofsted Criterion No 3)</p>	<p>Governors confirmed that they were comfortable with the current structure. As part of the strategic visioning exercise governors should use the opportunity to review their governance so that it is more efficient and able to hold school leaders to account.</p>	<p>Term 2</p>	<p>FGB and school leaders</p>	<ul style="list-style-type: none"> • Link governors are confident with their roles and responsibilities • Monitoring and evaluation takes place at appropriate times to allow implementation and feedback to FGB • Reports to FGB identify areas of concern and progress and link with the strategic conversations at FGB and are led by the governors calendar
<p>5. How do we make good use of good practice across the country? (Ofsted Criterion No 3)</p>	<p>Governors noted that they were able to access governor support and training courses through Wiltshire LA. Links are being developed with a local primary school. Enable governance structures to be kept under review to ensure they reflect school and national priorities, and further develop working relationships within the cluster, potential MATs and with similar schools across the country to maintain a focus on the changing educational landscape</p>	<p>At all times</p>	<p>Core group of governors</p>	<ul style="list-style-type: none"> • Governance structures have been reviewed and are agreed annually • Similar schools have been identified nationally to benchmark progress • There is further engagement with local schools to develop shared understanding of good practice

Role of the Chair: Does our Chair show strong and effective leadership?				
Priority for improvement	Information and Action required	By when	By whom	Success Criteria
6. Do we carry out a regular 360 degree review of the Chair's performance and elect the Chair each year?	The Chair is elected annually. The Chair does not currently have a review process in place. Agree a review process to measure the performance of the Chair	Agree the process in T1 and carry out in T5	Chairs PM group (Headteacher, and 2 governors)	<ul style="list-style-type: none"> • A 360 degree process has been accessed, agreed and completed • Chairs PM group is established • Review and actions are completed annually
7. Do we engage in good succession planning? (Ofsted Criterion No 3)	There is a current Chair and the vice Chair will succeed the Chair. The GB needs to ensure that the role of vice Chair is seen as the next potential Chair and agree their role and Job Description. Succession planning should also include the role of middle leaders and their professional development within the school.	Link to the strategic visioning discussions	FGB and SLT	<ul style="list-style-type: none"> • The FGB will have a Chair and vice Chair who fully understand their roles and responsibilities • JDs have been written for the Chair and vice Chair • Plans are discussed and agreed for middle leader progression in school to enable governors to identify professional development for all staff • The succession of the current Chair is agreed to enable a planned succession over a number of months
8. Does the Chair carry out an annual review of each governor's contribution? (Ofsted Criterion No 7)	Currently there is no record of each governor's contribution to the improvement of the school and to ensure that their	Agree the process in Term 1 and complete by	FGB and delegated to clerk	<ul style="list-style-type: none"> • LGB have agreed a proforma and record keeping system to ensure that all governors are making a contribution to school improvement

	effectiveness and impact can be recognised.	end of Term 6		<ul style="list-style-type: none">• Maintain a record of attendance, training, school visits and reports from governors which will identify their support and challenge, commitment and impact• New governors induction pack includes clear expectations of the role• Job descriptions are in place to ensure that governors acknowledge their roles and responsibilities
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Vision, ethos and strategy				
Strategy: Does the school have a clear vision and strategic priorities				
Priority for improvement	Information and Action required	By when	By whom	Success Criteria
<p>9. Does the school have a three to five year vision? (Ofsted Criterion No 1)</p>	<p>Governors have a sound financial understanding and short term improvement vision for their school. The SDP runs for 1 year and is regularly reviewed and includes success criteria and timescales. The school leaders, including governors, do not have a 3 to 5 year vision which details targets and aspirations and a strategic plan to achieve sustained improvement</p>	<p>As soon as practicable</p>	<p>FGB, SLT, staff, children, parents and the local community</p>	<ul style="list-style-type: none"> • Agree the process for facilitating a whole school strategic visioning exercise • SWOTs have been identified in the school and strategies to develop the strengths and address the weaknesses have been agreed and recorded • A 3 year vision has been agreed with stakeholders and shared with the wider community • The governor's action plan has been incorporated into the SDP
<p>10. Have we developed a strategy with priorities for achieving our targets with key performance indicators against which the GB can regularly monitor and review (Ofsted Criterion No 1)</p>	<p>As above. As part of the visioning exercise stakeholders will need to identify the KPIs which can be monitored internally and verified by external advisers.</p>	<p>As soon as practicable</p>	<p>FGB and stakeholders</p>	<ul style="list-style-type: none"> • Priorities and success criteria are identified within the visioning exercise • A process of monitoring and review is agreed and established • Measurable targets are included in all documentation • KPIs are achieved and regularly re-written to reflect appropriate progress • Governors are central to strategic discussions

<p>11. How effectively does our strategic planning cycle drive the governing body's activities and agenda setting (Ofsted Criterion No 1)</p>	<p>The FGB does not currently have a strategic planning cycle. This should be developed to ensure that the agenda setting, governor's calendar and monitoring and evaluation are effectively matched to the school year. Governors need to take the lead in this area to enable wider engagement with school leaders, leading to reports that identify impact. This will enable a link to questions 9 and 10 and provide the genesis for governors to be involved with the SEF, SIAMS action plan and the SDP at an earlier stage</p>	<p>As part of the visioning session</p>	<p>FGB and SLT</p>	<ul style="list-style-type: none"> • Agreed meeting agendas reflect the focus of the strategic plan and SDP • Governors are actively involved in the creation of the SEF, SIAMS SEF and SDP • A GB meeting calendar has been produced to reflect the school year and includes regular opportunities for senior leaders to meet with and present to the FGB • SLT and FGB will agree key times within the year for governor meetings, evaluations and reviews
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Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

Priority for improvement	Information and Action required	By when	By whom	Success Criteria
<p>12. How well do we listen to, understand and respond to our pupils, parents and staff? (Ofsted Criterion No 8)</p>	<p>The FGB need to discuss how these groups are listened to, what are the questions that could and should be asked, and to identify appropriate actions following consultation. The parent survey should be issued on a regular basis and staff need to be aware that they have representation on the FGB. Conversations with pupils should be part of any governor visit and may reflect a particular focus within the SDP such as behaviour, presentation and progress</p>	<p>As soon as practicable</p>	<p>FGB</p>	<ul style="list-style-type: none"> • The GB has developed a method of accessing the relevant groups which might include face to face, questionnaires, on line surveys, suggestion box and drop in sessions • A governors email contact address has been created • The groups have received feedback from the FGB and a regular dialogue is agreed • Impact can be measured against the actions carried out. • Parents, staff and pupils report that their views are considered
<p>13. How do we make regular reports on the work of the GB to our parents and local community? (Ofsted Criterion No 8)</p>	<p>The GB needs to identify what they wish to share with parents and the community. This may be progress against the SDP/SIAMS, the school vision and strategy or achievements of the GB during the year including the impact that governance has had on school improvement. Governors may wish to explore social media options</p>	<p>On a regular basis</p>	<p>Named governors</p>	<ul style="list-style-type: none"> • Regular updates of the work of the GB are shared through the website, newsletter, parish and local magazines • Successes are shared as widely as possible and keep groups informed about progress, news and special events • More parents and groups are engaged with the school and become active supporters of

	such as Facebook and Twitter			the school and are aware of the role of the governing body
14. What benefit does the school draw from collaboration with other schools and other sectors, locally and nationally? (Ofsted Criterion No 8)	There is some collaboration with a local primary school and this may benefit if the school joins a MAT The GB needs to benchmark against other schools nationally to measure progress and success. Identify where the Good school is in the country which reflects the makeup of Chilmark and Fonthill and forge links to support improvement. There is an opportunity to further the existing links with other governors through the xxxx cluster and other local schools	T4	Core group	<ul style="list-style-type: none"> • Governors can identify and record the impact of local collaboration • Contact is made with a similar school and practice is shared both ways to the benefit of all staff, governors and pupils • A local Chairs forum has been introduced to allow sharing of best practice, shared training and opportunities to explore governance delivery in other schools • Governors have taken the lead to engage with other governors in the area to share best practice, opportunities and frustrations

Effective accountability

Accountability of the executive: Do we hold the school leaders to account?

Priority for improvement	Information and Action required	By when	By whom	Success Criteria
<p>15. How well do we understand the school's performance data (including in year progress tracking data) so we can properly hold school leaders to account? (Ofsted Criterion No 4)</p>	<p>Governors receive data reports within the Headteacher's report. Governors require training to access the "Analyse School Performance" (ASP) service and the internal tracking system. Governors should agree a reporting system which will enable them to fully understand the data in relation to pupil progress and allow them to challenge the data</p> <p>Governors should benchmark against the Ofsted Criterion No4 to establish a firm foundation for their understanding of school data and pupil tracking. Middle leaders should regularly present data to governors specific to their areas of leadership.</p>	<p>Immediately</p>	<p>FGB and Headteacher</p>	<ul style="list-style-type: none"> • Training has been identified and accessed to ensure that more governors are confident in their understanding of data, including the tracking system, Fischer Family Trust and ASP • Named governors have been appointed to track data and the "Analyse School Performance" service • Record 'case studies' to evidence impact • Initial comparisons are made and fed back to all governors • The reporting process is agreed by all governors and timetabled on the governors calendar • The FGB minutes record scrutiny and challenge of data reports

	The FGB needs to document these reports and provide evidence to support their challenge and impact at meetings			
16. Do governors regularly visit the school to get to know it and monitor the implementation of the school strategy?	Some governors are supportive of teachers and the SLT by way of school visits but the review identified that there is a need to progress this area of governance. There is a need for a greater number of governors to visit and to develop a more distinct focus for their visit, to link the visits to the strategic plan and visits to be carried out as part of the GB's monitoring and evaluation cycle and to identify and record the impact of the visit.	Agree cycle for 2017/18	FGB and SLT	<ul style="list-style-type: none"> Monitoring and evaluation training has been attended to enable a greater understanding of the monitoring and evaluation process Classroom visits, focus and expected outcomes are recorded within the strategic plan A reporting proforma has been agreed to further record focus, monitoring report, questions, next meeting and impact and has been shared with staff
17. How well does our policy review schedule work and how do we ensure compliance?	There is a need for a group of governors to fully understand the policy requirements within any potential MAT and act upon their findings, creating a policy review schedule that will be overseen by the clerk.	As soon as possible	FGB and clerk	<ul style="list-style-type: none"> A working group has produced an annual policy schedule for adoption and clarification Governors can measure the impact of policies against the improvement of the school, such as attendance, exclusions etc..

<p>18. Do we know how effective performance management of all staff is within the school?</p>	<p>The FGB should have a Pay Panel, and the CoG should be involved in the Performance Management of the Headteacher. Not all governors are fully aware of the performance management systems of staff within the school. The GB needs to develop its understanding of the PM process for all staff and make firm links with this process and school improvement. The HT will need to develop a reporting process to inform all governors that PM has taken place, targets set and the expected impact of these targets. This should be delivered in a way that does not share the identity of individual staff. Dates for staff PM and the Headteacher's PM should be agreed by the GB</p>	<p>Identify the current PM targets of all staff and after the PM cycle has been completed by 31st Oct annually for staff and by December 31st for Headteacher</p> <p>Mid term review reporting in T4</p>	<p>FGB</p>	<ul style="list-style-type: none"> • All Governors are fully conversant with the PM process and dates for all staff • All governors have an awareness of the PM of the Headteacher dates and process • Governors are informed when the PM cycle has been completed and links the PM targets to staff development and school improvement as recorded in a measurable way on the SDP
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<p>19. Are our financial management systems robust so that we can ensure best value for money? (Ofsted Criterion No 6)</p>	<p>Governors are confident that they meet all current requirements but will need to identify their roles within a MAT as identified within the Academies Financial Handbook.</p>	<p>At all times</p>	<p>CoG/Finance governor and Finance Officer</p>	<ul style="list-style-type: none"> • The governors annual calendar identifies key financial reporting dates • All governors are fully aware of the financial management systems and are confident in their role as financial monitors
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Impact: Are we having an impact on outcomes for pupils?

<p>20. How much has the school improved over the last 3 years and what is the GBs contribution to this? (Ofsted Criterion No 9)</p>	<p>Governors recognise the need to improve their practice and have been affected by a number of changes which have challenged their own ability to scrutinise and improve. A telling comment within the review was that <i>'the school has improved considerably despite the Governing Body'</i>. As part of their strategic planning governors should reflect on the Ofsted Criterion number 9 and ensure that they are enabling the school to provide the best possible education for all pupils.</p> <p>Governors are realistic about their capacity to improve and demonstrated a desire to be part of a strong leadership team which will ensure that Chilmark and Fonthill School achieves a good judgement when next inspected.</p>			<ul style="list-style-type: none"> • The FGB focuses on their agreed roles and is able to identify how they are having an impact on school improvement • Key strategic areas such as PP, Safeguarding and school improvement are robustly monitored to ensure compliance and improvement • Governors have discussed in detail, including intended outcomes/impact, how Pupil Premium (PP) funding is used. • Governors have regularly monitored the outcomes of PP and know gaps are being reduced/removed. • Governors have a clear understanding of where gaps exist, both within the school <i>and</i> against national performance data • Value for money (in terms of impact on pupil outcomes) is regularly discussed and challenged by governors (e.g. is PP having the impact we anticipated)?
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