



Governance Action Plan (GAP)SY 2018-2019

GAP evolved in Terms 1 & 2, shared on Hub and discussed and agreed FGB 4/12/2018

Statement of Intent

Aspirations:

To provide appropriate support and challenge to DPS HT/SLT to enable every child to

- achieve to the maximum of their ability in all areas of the curriculum and wider learning environment in line with national expectations
- feel safe, secure and supported within the school environment

Ethos and vision:

- A proactive, professional, ethical and emotionally intelligent GB with Governor skills matched as closely as possible to the skills required to support DPS HT/SLT and staff in their aim to provide the best education possible within a broad and balanced curriculum for each and every child at our school in a safe and secure environment.
- To work closely with the School Community to find the most appropriate and beneficial model to enable DPS to evolve and succeed now and in the future

Changes to enable this

- Preparation and implementation of a Governor Action Plan (GAP) to encompass all the areas being addressed as a priority by GB for 2018-2019 and which will give a robust structure for GB (Governing Body) to work to and within to implement changes that will enable GB to work towards the Aspirations, Ethos and Vision outlined above.

Context:

Governors: David Aaronson (Vice Chair), George Fairweather, Michelle Fernandez (Vice Chair), Sue Forman (Chair), Andy Limbert, Rachel Rice, Liz Wynder, Nyree McKenzie, Ken Turner, Chris Stevenson

After initial disappointment following an Ofsted visit in November 2016 when DPS was reported to be RI, the HT/SLT/Governors responded to comments made in a positive and proactive manner. Working with the SEEM and LA Governance teams, a FGB subcommittee was formed to drive forward the changes felt appropriate to support DPS as effectively as possible, including a review of Governance, and address issues raised in the various reports and discussions. Whilst progress and attainment continues to be consistently inline and above national in EYFS (Early Years Foundation Stage) and KSI, challenges remain for the same areas in KS2 where SAT results for July 2018 were disappointing; these have been rigorously investigated. These most recent results inform the SEF (School Evaluation Feedback)/SIP (School Improvement Plan) and feed through to the GAP. The response from Governors is to support and challenge DPS to secure the required standards in pupil outcomes in KS2 alongside those in KSI and EYFS, whilst maintaining a creative broad and balanced curriculum.

GB (Governing Body) is constantly looking to improve practice and the GAP (Governance Action Plan) includes not only areas highlighted in the Governance review and the Governor Hub Healthcheck (based on the Leadership and Management section of the Ofsted Inspection Handbook: January 2015 (and updated July 2018), but reflects ideas from GB working with DPS HT/SLT (Senior Leadership Team) which are not only relevant now but are anticipated to evolve with DPS and prepare for the future.

Governors are committed to the school and their voluntary roles which as well as being demanding and challenging can also be rewarding. Governors work hard to support DPS and the children in their efforts to achieve their aims in a safe and secure environment. They are active and visible in a breadth of school activities.

In addition to the ongoing and statutory role of the regular review of Safeguarding processes, the school's GDPR procedures and maintenance of the Single Central Record (SCR), we present our current school priorities; these work alongside the school's SIP.

Alongside this GAP the GB has ongoing Financial Responsibility to ensure that finances are correctly managed and offer value for money to our school community.

Three Key Objectives for the year are given below. In the full version of the GAP which remains a working document for GB, each objective is broken down into Actions giving Planned Impact and is reviewed at the termly FGB (Full Governing Board) meeting against Success Criteria agreed at FGB in December 2018.

1) Strategy, vision and long term planning: The governing body ensures clarity of vision, ethos and strategic direction, including long-term planning (for example, succession). We have clear statements of ethos, vision and strategy which have been developed through consultation with stakeholders including senior leaders and are reviewed annually. The performance of the school over time shows evidence of progress towards fulfilling the vision.

2) Engagement and Communication with all key stakeholders: The governing body engages with key stakeholders and is transparent and accountable. We know who are key stakeholders are and we actively seek out their views and engagement with the school. We invite input from parents and others using questionnaires or other mechanisms. We provide reports to stakeholders and actively represent the school in the community. We publish information about the governors on the school website; this includes names, a short pen portrait and photograph in most cases. All our FGB minutes are published online as soon as they are approved and we publish other relevant information including school policies and governing body committee terms of reference. We provide an annual report to parents explaining the work that we have done. All parents and stakeholders can easily find out how to contact the governors.

3) Recruitment, training and succession planning: New Governors have a thorough induction to enable them to be effective in a short time frame. We regularly review the Governing Body skills matrix and match training to fill any gaps. We advertise governor vacancies and interview all prospective governors before they are elected to the governing board. We have a governing body succession plan which covers all the key roles on the board.