



**Pudsey
Grange
School**

Pudsey Grangefield Governing Body Improvement Plan Review

OCTOBER 2020

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 2019 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 16 – 17th April 2019.

Previous outcomes for the school were unacceptable, however after rigorous interventions, and outstanding commitment from the SLT, teaching staff and support staff the school has achieved so much. The students have benefitted from this tremendously and is reflected in our most recent results. All aspects of teaching and data is continually reviewed by Governors with external inspections also taking place to validate this information.

The Ofsted report shows that Pudsey Grangefield is GOOD in all aspects, with the Principal leading from the front with passion and determination. Leaders, including Governors, are ambitious for the students in the school. The Governors continue to further their knowledge, skills and confidence in order to challenge senior leaders, heads of year and teaching staff. They know the school well and are clear about what needs to be done in order to take the school forward.

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?	October 2021
<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, at various meetings through the year.</p>	<p>Governors contribute positively to 'good' student outcomes and challenge where necessary.</p>	<p>Keep to our monitoring schedule, 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>	<p>Each Governor has a role in this as allocated by the Chair and the Head Teacher.</p> <p>It is the responsibility of the Governor to report their findings at the appropriate committee.</p>	<p>Regular minuted feedback at committee meetings, which give a meaningful picture of the current position.</p> <p>Challenge at every opportunity to all concerned.</p>	<p>Continue monitoring of Governor visits made and recorded accordingly.</p> <p>Governor participation in Task & Monitoring meetings, reported back in FGB / Committees.</p> <p>Results show significant progress at GCSE and A Level.</p>
<p>1.2 Understanding Pudsey Grangefield outcomes measured against external national data.</p>	<p>All Governors having a great deal of understanding regarding pupil performance.</p> <p>Use this understanding to be a focal point of Governing body and committee meetings.</p>	<p>Keep training up to date and ensure this is monitored and any training gaps are filled.</p> <p>Understand changes to national measures and use IDSR dashboard.</p>	<p>Governor Support Services.</p> <p>SLT.</p> <p>Governor ownership.</p>	<p>Training will have taken place and training Governor advised and proof sought.</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>Focus on disadvantaged students.</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 & Monitoring meetings with Principal and SLT.</p> <p>Individual meetings take place with subject heads.</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 make at least good progress</p> <p>Monitoring the correct use of PP 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 2020 outcome analysis.</p>	<p>Sharp focus on this in relevant monitoring visits by the PP Governor and reported back at FGB / Committee level.</p>	<p>Shared responsibility through Governors, SLT and the PP Governor.</p>	<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 2020 outcomes, evidencing honest and realistic assessments.</p> <p>Task & 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?	October 2021
1.1 To carry out a skills audit May 2021.	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 Governors inducted.
1.2 Governor Training.	Ensure Governors are able to access the training required to undertake their role effectively and efficiently.	Governors undertake relevant training specific to their role. Invitation to Governor meetings for relevant information to keep up to date.	The Chair, training Governor 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 continue to keep training records up to date. Inductions carried out for new Governors by the Chair ensuring Governors are fully aware of their responsibilities.
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 & feel they are able to contribute to all meetings. 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	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 quickly. Governors allocated to committees. Appropriate training given for specific roles. Allocated specific monitoring roles within the Board.

Key Area: 3. Governors actively engage with stakeholders.					
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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. Make themselves available to parents.	Seek out opportunities. Invite Student Council representatives to FGB or Committee meetings	Shared responsibility.	Feedback at FGB and Sub-committee meetings.	Annually at FGB meetings. Safeguarding meetings undertaken on a regular basis. Safeguarding Governor ensures ALL Governors aware of their safeguarding responsibilities. 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.