



***Nature, Nurture, Knowledge: Enabling inquisitive thinkers and inspired learners with kind hearts.***

**Governor Monitoring of School Development Plan 2021-22**

**Overview:**

This monitoring and evaluation plan relates directly to the School Development Plan 2021-22. It should be read in conjunction with the Governor’s Strategic Plan.

Monitoring and evaluation activities carried out by designated governors should be written up on the agreed proforma and presented at the FGB following the monitoring visit.

Designated governors should refer to the Governor Visits Policy and contact the Head and relevant member of staff via [office@himbleton.worcs.sch.uk](mailto:office@himbleton.worcs.sch.uk) to organise the visit at a mutually convenient time. The agreed Pre-Visit Form should be completed and provided to the relevant staff member at least two weeks prior to any meeting. If clarification is needed, please contact [head@himbleton.worcs.sch.uk](mailto:head@himbleton.worcs.sch.uk) in the first instance and Mrs Martin will help with organisation.

**Priority 1: Leadership and Management**

**1.1 To continue to manage the change of age transition from First to Primary status effectively**

<b>Targets for Monitoring:</b>	<b>Key Governor Action:</b>	<b>Time Frame:</b>	<b>Gov. Responsible:</b>
There will be a carefully planned curriculum for our Year 5/6 Cohort	Designated Governors to meet with curriculum lead and Year 5/6 teacher to review curriculum plan	Summer A	Curriculum Link Governors -EJ & CJ
Any relevant planning permissions will have been obtained, tenders completed and build underway to ensure accommodation is sufficient for Primary status	Continue to meet regularly as Change of Age working party and report back to FGB	Ongoing	MR, GH, HSw, CJ, GM
Appropriate staffing arrangements in place for September 2022	Discuss and approve staffing plans put forward by HT  Governor representative as part of recruitment panel	Autumn B  Spring B	FGB

Effectively market Primary status and rest of the school  The school will be advertised in target areas using leaflets, banners, on social media and on our website	Liaise with HT to ensure banners and leaflets are actioned social media posts are actioned and website is up to date	Ongoing	GM & CJ
Numbers on roll will have increased and there will be a full cohort intake in YR for September 2022	HT to report to FGB on numbers	Ongoing	CJ & GH

**1.2 To further develop subject leadership capacity by ensuring subject leaders have a secure understanding of standards in their subject and use this to continue to drive curriculum developments and ensure positive outcomes for all.**

<b>Targets for Monitoring:</b>	<b>Key Governor Action:</b>	<b>Time Frame:</b>	<b>Gov. Responsible:</b>
<p>Subject leaders will have clear 'approach' documents, action plans for next steps and impact logs</p> <p>Subject leaders will have a secure understanding of the school's curriculum intent and how their particular subject contributes to this. <i>'(OFSTED identified improvement)'</i></p> <p>Subject leaders will have carried out rigorous monitoring activities in their subject</p>	<p>Designated governors to meet with subject leaders to review approach documents, long term plans, action plans, curriculum intent statements and impact logs</p>	<p>Spring A</p>	<p>Maths – MG</p> <p>English - GH</p> <p>Science and Computing – EJ</p> <p>RE/Collective</p> <p>Worship/PSHE – MR</p> <p>Art&amp;Design, Music and PE – Helen Swift</p> <p>History,Geography and MFL – CJ</p>

			Early Years - SP
Subject leaders will have long term plans in place, with a clear progression of knowledge (what) and skills (how)	Designated governors to meet with subject leaders to review progression of skills and knowledge in given subject areas and impact logs to date.	Spring B	<p>Maths - MG</p> <p>English - GH</p> <p>Science and Computing – EJ</p> <p>RE/Collective Worship/PSHE – MR</p> <p>Art &amp; Design, Music and PE – HSw</p> <p>History, Geography and MFL – CJ</p> <p>Early Years - SP</p>
Subject leaders will have a secure understanding of standards in their subject area and be able to identify areas of strength and weakness	Designated governors to meet with subject leaders to explore standards in given subject areas (subject leader will share overview and explain process of evidence gathering). Maths Governor to pay particular attention to the level of challenge for MAP ' <i>(OFSTED identified improvement(4))</i> '	Spring B	<p>Maths - MG</p> <p>English - GH</p> <p>Science and Computing – EJ</p> <p>RE/Collective Worship/PSHE – MR</p>

	English Governor to particularly monitor 'tricky words' in KS2 <i>'(OFSTED identified improvement(5))'</i>		Art & Design, Music and PE – HS  History, Geography and MFL – CJ  Early Years - SP
Pupil outcomes in statutory assessments and subject assessments will be at least in line with national and local	Designated governors to meet with subject leaders to review outcomes of action plans, impact logs and outcomes	Summer B	Maths - MG  English - GH  Science and Computing – EJ  RE/CW/PSHE – MR  Art & Design, Music & PE – HSw  History,Geography &MFL–CJ  Early Years – SP

### Priority 2: Quality of Education

2.1 To ensure that the post COVID-19 core curriculum is appropriately adapted to meet the needs of all children and enable progress, in each of the following areas:

- EYFS

- **KS1 (Yr2 = key focus due to low GLD for Reception 2021; Yr2 = key focus due to low writing progress in Yr1 2021)**
- **KS2 (Yr3 = key focus due to low attainment in Yr2 2021 in Maths and Writing; Yr5 = key focus due to low attainment in Yr4 2021 Reading and Writing)**

<b>Targets for Monitoring:</b>	<b>Key Governor Action:</b>	<b>Time Frame:</b>	<b>Gov. Responsible:</b>
The curriculum will have been adapted to ensure identified needs are being met using a dynamic and flexible approach and staff will have accessed CPD to carry out adaptations effectively	Designated governor to meet with HT to discuss curriculum adaptation	Autumn B	EJ & CJ
There will be an ongoing focus on Quality First Teaching and what that looks like at Himbleton	Designated governor to meet with HT to discuss curriculum adaptation  Nominated governors to be part of ongoing TASP meetings	Spring B  Termly	EJ & CJ  MR & EJ
EYFS: The new EYFS framework will be implemented and practice will be adapted appropriately. Baseline information will shape provision to ensure a focus on personalised next steps	Designated governor to meet with SW	Spring A and Summer A	SP
KS1: The provision will be adapted to meet need; this will include changes to the environment, changes to planning (shorter sessions in smaller groups); shorter writing sequences focusing on stepped skill development with opportunities for application	Designated governor to meet with GB and DP	Spring A and Summer A	GH
KS2: Yr3 – Maths and Writing: Maths curriculum to be adapted to focus on identified gaps; writing curriculum to be	Designated governors to meet with Maths lead (SH); English lead	Spring B	MG & GH

<p>adapted to ensure key skills are revisited and opportunities for writing at length are ensured</p> <p>Yr5 – Reading and Writing: Writing curriculum to be adapted to ensure key skills are revisited and opportunities for writing at length are ensured; reading curriculum to promote inference and deduction and wording of answers in test scenarios</p>	(GM) and Y5 teacher (SA)		
Pupil outcomes in statutory assessment areas at the end of 2021-22 will be at least in line with national and local	Designated governor to ensure this information is presented by HT at Summer FGB	Summer B	CJ

**2.2 To further develop foundation subject curriculum provision, with a focus in Science, Art and DT (linked to 2.1)**

Targets for Monitoring:	Key Governor Action:	Time Frame:	Gov. Responsible:
All subject leaders will have carried out monitoring activities, identified next steps, agreed an assessment method and led CPD for staff on their area	Designated Governors to meet with foundation subject leaders to monitor consistency of approach, progression and expectations	Summer A	<p>Science and Computing – EJ</p> <p>RE/CW/PSHE – MR</p> <p>Art &amp; Design, Music &amp; PE– HSw</p> <p>History, Geography &amp; MFL–CJ</p>

**2.3 To fully embed pedagogical approaches in English and Maths to ensure high quality provision.**

<b>Targets for Monitoring:</b>	<b>Key Governor Action:</b>	<b>Time Frame:</b>	<b>Gov. Responsible:</b>
Quality in provision across the school in English and Maths will be high with the impact of this evident in pupil outcomes including progress in books and assessments	Designated Governors to meet with English and Maths leads to monitor impact of fully embedded pedagogical approaches	Summer A	English – GH Maths - MG

**Priority 3: Behaviour and Attitudes**

**3.1 To continue to improve attendance (Ofsted 2020 identified action)**

<b>Targets for Monitoring:</b>	<b>Key Governor Action:</b>	<b>Time Frame:</b>	<b>Gov. Responsible:</b>
The school will keep attendance as a high priority with families and it will be monitored closely, noting particular links to those pupils with poor attendance who are also PP/SEN/Vulnerable children  -Positive attendance will be rewarded, poor attendance will be addressed with parents and support provided	Designated governor to meet with HT to ensure success criteria is met	Ongoing	Attendance Governor - HSw  Safeguarding Governor - CJ

**Priority 4: Personal Development, Behaviour and Welfare**

**4.1 To further develop a mental health and wellbeing whole school strategy.**

<b>Targets for Monitoring:</b>	<b>Key Governor Action:</b>	<b>Time Frame:</b>	<b>Gov. Responsible:</b>
A whole school tiered strategy to support mental health and wellbeing will have been	Designated Governor to meet with Designated Mental Health Lead to create a clear action plan	Spring A	CJ

developed and shared with stakeholders  CPD will have been accessed by the mental health lead	Designated governor to observe Designated Mental Health Lead carrying out pupil discussion relating to mental health and wellbeing	Summer A	CJ
	Review pupil and staff survey to identify key areas for focus (baseline)	Summer A	CJ

#### 4.2 To embed the Christian narrative that underpins the school's unique vision

Targets for Monitoring:	Key Governor Action:	Time Frame:	Gov. Responsible:
Children, staff, parents and Governors will have a secure understanding of the school's motto, vision and theological narrative and values	-Meet with Designated Lead (SH) to discuss implementation and impact  -Review pupil and parent questionnaires for impact	Summer B	MR

#### STATUTORY OBLIGATIONS:

Role:	Designated Governor:	Responsibilities:
Safeguarding	CJ	Meet at least termly with DSL to review procedures and updates.
SEND	SP	Meet at least termly with HT and SENDCo to discuss provision.
Pupil Premium	GH	Meet at least termly with HT to discuss provision and evaluate impact of PP spend.

Primary Sports Funding	GH	Meet at least termly with HT to discuss provision and evaluate impact of PSF spend.
Health and Wellbeing	CJ	Meet at least termly with HT to discuss strategy, implementation and impact.
<b>OTHER</b>		
Attendance	HSw	Meet at least termly with HT to monitor attendance
Curriculum	CJ & EJ	Meet in accordance with Governor Monitoring plan to monitor curriculum.
Change of Age	MR, GH, HSw, CJ, GM	Meet regularly to ensure change of age proceeds smoothly and report to FGB
TASP (Team Around the School Progress)	EJ & MR	Meet as required with the LA and Diocese for school improvement support and report back to FGB

Allocation of staff subject leads is as follows :-

SW – Early Years, Science, PSHE, Computing

SH – Maths, RE and Collective Worship, Music, MFL

SA – PE, Art and Design

GB – History and Geography

GM – Safeguarding, SENDCo, Assessment and Tracking, Curriculum, English, Attendance