Reaside Academy

LGB Improvement Plan 2016 / 17

Version 1 – Sept 2016

Reaside LGB Improvement Plan 2016-2017

Ofsted key findings for parents and pupils

- <mark>Governance requires improvement because, until recently, governors did not know whether the academy was doing well enough and did not challenge senior leaders about the standards achieved</mark>.

There were three key findings from the Ofsted report.

Improve the proportion of good and outstanding teaching by making sure teachers:

- share and learn from the good practice that exists within the academy
- always challenge pupils to make good progress and achieve well, particularly the most-able pupils.

Raise the proportion of pupils making good or better progress in reading, writing and mathematics throughout the academy by making sure that:

- pupils build up basic skills as they move through the academy so that they are not prevented from gaining the more advanced skills they need to reach higher levels
- the quality and presentation of pupils' written work are of a consistently high standard
- teachers provide pupils with information about how to improve and how to reach their next improvement target when they mark pupils' work so pupils make better progress.

Strengthen leadership and management by developing:

- <mark>the skills of governors so that they are better equipped to challenge the academy about the standards achieved</mark>
- the role of subject leaders and the special educational needs coordinator so that these leaders know whether attainment is high enough and whether pupils are making the progress that they should.

The governance of the school:

- Governance has not been effective in ensuring the academy improves its performance. Members of the advisory board are becoming more confident to challenge senior leaders about whether standards are high enough. However, they accept that the skills needed to do this effectively are an area for further development. Recent changes, including the appointment of a new Chair of the Local Advisory Board, have brought greater involvement in the academy's activities. Governors' training provided by the sponsor has started to increase governors' awareness of their roles and responsibilities. Monitoring visits have also started to take place to increase governors' understanding of the academy's work.

- Governors currently keep up to date with training, and make sure that the academy meets all statutory and safeguarding requirements. They set targets for managing the performance of staff and apply measures to make sure teachers are not rewarded unless their targets for improvement relating to pupils' progress are met. They keep a more careful check than in the past on how effectively additional funding (pupil premium) is used to close any gaps between the attainment of eligible pupils and that of others.

This development plan will be monitored on a termly basis at the full LAB meeting. In order to ensure the effectiveness of the LAB Improvement Plan a skills audit of the full governing body will be carried out on an annual basis at the start of each academic year. This improvement plan links with the school development plan 2016-2017 and focuses particularly on *Key issue 3: To strengthen leadership and management*

We will achieve this by ensuring:

- Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance.
- The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.
- Leaders and governors are ambitious for all pupils and promote improvement effectively.
- The school's actions secure improvement in disadvantaged pupils' progress, which is rising, including in English and mathematics.
- Leaders and governors have an accurate and comprehensive understanding of the quality of education at the school. This helps them plan, monitor and refine actions to improve all key aspects of the school's work.
- Leaders and governors use performance management effectively to improve teaching. They use accurate monitoring to identify and spread good practice across the school.
- Governors hold senior leaders stringently to account for all aspects of the school's performance, including the use of pupil premium and SEN funding, ensuring that the skilful deployment of staff and resources delivers good or improving outcomes for pupils.
- Leaders consistently promote fundamental British values and pupils' spiritual, moral, social and cultural development.
- Leaders promote equality of opportunity and diversity, resulting in a positive school culture. Staff and pupils work together to prevent any form of direct or indirect discriminatory behaviour. Leaders, staff and pupils do not tolerate prejudiced behaviour.

- <mark>Safeguarding is effective</mark>. Leaders and staff take appropriate action to identify pupils who may be at risk of neglect, abuse or sexual exploitation, reporting concerns and supporting the needs of those pupils.
- <mark>Leaders protect pupils from radicalisation and extremism</mark>. Staff are trained and are increasingly vigilant, confident and competent to encourage open discussion with pupils

Ofsted grade descriptor: Good - School inspection handbook

Issue 3: Strengthen leadership and management

Objective	Action	Resources	Outcome	Time scale	Monitoring
Understand and take sufficient account of pupil data, particularly their understanding and use of the school data dashboard	**Training Needs** Bespoke training session from Target Tracker to support understanding of School Data and on academy data/ school data dashboard/Summary of Raise. Chair of Governors to attend Target Tracker training on 4th September 2016 To support the school in the pursuit of excellence in all areas, with the highest levels of achievement attained. To have an enhanced understanding of areas of strength and weakness (including progress from Key Stage 1 for all year groups) Additional support and training will be provided to new LGB members to ensure that they are equipped to understand, interpret and challenge. **Challenge in Governing Body Meetings** Annual presentation on data dashboard(Nov) Annual presentation to GB post Raise data (Jan) Key questions to form discussions - What actions are being taken to improve standards and are they making a difference? - Is there a link between standards in reading, writing and mathematics and what do you know about the quality of teaching?	School data – Target Tracker Dashboard. Raiseonline	Chair to attend training session booked for 5th September 2016. To share with all member of the LGB at next scheduled meeting of 28th September 2016 Confident members of the LGB that are able to interpret school data, dashboard and Raiseonline to inform challenging questioning questions Areas of concern are quickly identified and addressed with governors providing additional resources if necessary Pupil outcomes are improved	**Sept 16** **Nov 16** **Jan 17** **Sept 16**	Curriculum committee and appointed Governor (AJ) - termly

	- Is this the picture that you were expecting? If not, why not? - What actions are being taken to address this? - Are there differences between groups of pupils? - Is expected progress being made by all different groups eg boys and girls? Or those for whom the pupil premium provides support? Or those who have special educational needs or are supported by a statement/EHCP? Or the most able pupils? - How is the pupil premium funding being used and is it making a difference? - Do any of these groups of pupils have a higher level of absence? **Further Development** AJ (Elected DATA LGB member) to pursue opportunity to link with The Orchards or another ECMAT Academy (Ofsted rated 'Good' school). Shadowing data LGB member Mrs S. Hannon- (postponed until Sept 2016). AJ to lead feedback session - after shadowing data LGB lead at The Orchards. Outlining further areas for development, Individual LGB members continue to comment/ evaluate their own impact in terms of questioning and understanding data. Highlighted in minutes and on appropriate forms as DATA LGB member completes structured conversations with our DATA lead at Reaside Academy.	Pro forma for members		**After every bespoke training session**	

Training Needs EW (ECMAT rep) to ensure opportunities each half term to demonstrate appropriate use and maintenance of the folders. Thus ensuring consistency of vision and quality – aiming higher.	EC Folders	Members will have key information to hand to use and interrogate data	**Sept 16** **Jan 17** **April 17** **June 17**
Challenge in LGB Meetings Continue to use our ECMAT LGB member folders to organise key information and data. Link with 'Ofsted – rated Good' school – ensuring sharing of ideas and sharing of resources (such as bespoke training sessions that may benefit both groups of LGB members and support good debate and challenge to hold the Headteacher to account).			**Sept 16** **onwards**
Further Development All members of the LGB are confidently using our LGB folders to support discussions/questioning sessions with external agencies – such as HMI/ Dfe and Ofsted. CA to share strategies/guidance on the sorts of questions asked of a governor and responses given.CA/SW to provide support sessions for newly recruited members to the LGB – AB/LH. Ensuring all members of the LGB have a good knowledge of the strengths of the school as well as the areas requiring further development.	EC Folders/ Questions/ Responses CA/SW		**Sept 16** **onwards**

Provide challenge and hold the head teacher and other senior leaders to account for improving the quality of teaching, pupils' achievement and pupils' behaviour and safety, including by using the data dashboard, other progress data, examination outcomes and test results; or whether they hinder school improvement by failing to tackle key concerns or developing their own skills	**Training Needs** Revisit assessment – Reaside's interpretation of Target Tracker ' without levels'. Use of Target tracker analysis. To include ARE/Progress from Key Stage 1 and SLT analysis and area's of focus from PP and PM meeting (held each half term). **Challenge in LGB meetings** Revise Committee Terms to produce a LGB Committee Booklet 2016/2017. To include: • Review of Committee and delegation • Terms of Reference • Academies Financial Handbook Thus ensuring effective systems are in place to ensure regular questioning and clarification takes place. This will be highlighted in minutes that accompany each meeting. **Sample questions to ask when new initiatives / proposals are put forward** • What contribution does the school think it has made/ will make to improving provision? • What action has been taken to overcome any highlighted disadvantages? • Continue use of training log and pro-forma for individual members to record impact of their training	LGB Committee Booklet 2016/2017 Colour used to highlight challenge in minutes Pro-forma in secure area of the Reaside website	Members will use revised challenging questions to inform challenge and support system to hold HT to account	**Sept 16 onwards** **Oct 16**	Monitoring exercise of minutes / challenge Nov 16

	Further Development With the LGB's newest members (AB/LH) ensure an opportunity to engage in a monitoring exercise (one every other half term) looking at past minutes and highlighting where most challenge has taken place and identifying areas where less challenge has been evident. Consider what would have made the debate more challenging.	CA/EW to Lead			Every other half term Beginning Aut 2
Are aware of the impact of teaching on learning and progress in different subjects and year groups	**Training Needs** NA **Challenge in LGB Meetings** Continue to request comprehensive reports within the HT's report to the full LGB on lesson observations, using pupil progress as the main driver. Subject leaders and SLT members to attend relevant LGB meeting to feedback on impact. Development/Clarity of key roles for new members. e.g. *Safeguarding , Pupil premium/data, Finance, SEND, Parent Link, Training & Support (EC rep). Refer to the Committee Booklet revised for 2016/17*	Comprehensive information on HT report	Members more informed of standards of teaching and the relationship to pupil progress and pay policy Skills audit to highlight key strengths and areas for development. Self-reflection to ensure more effective use of members key skills to inform challenge and support system Specific training requirements will be identified following the skills audit of the LGB members in September 2016	**Sept 16 onwards** **Sept 16**	

	- Are the outcomes different for individual subjects or groups of children? - What additional steps are being taken to 'close the gap' for these children? **Further Development** Links with 'The Orchards'/or another ECMAT Academy – Ofsted rated' Good' to ensure all members of the LGB have an opportunity to shadow other LGB members and report back **Orchards LGB** **Chair : Sarah Hannon** **Vice Chair: Natasha Dawson**			**Sept 16 onwards**	
Use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics	**Training Needs** Request bespoke training from EC on pupil premium and data – AS (ECMAT) Training to be requested on Safeguarding (refresher training on 6th September – SG to share in first LGB meeting scheduled for 28th September 2016) and refresh understanding of how Reaside is Promoting British Values to ensure all LGB Members have a full understanding of these areas. **Challenge in LAB Meetings** HT to start each HT report with bullet point outlining; 3 Ofsted issues, current strengths and barriers to learning. This to be reinforced at the start of each LGB meeting.	Pupil premium report and tracking system from HT SG to deliver 'Safeguarding training for all LGB members	Members can identify barriers to learning and strategies put in place to overcome them All members more informed on pupil premium. PP Champion CA and JH – Business Manager part of the team.		Dec 16 Sept 2016

	Key questions… • How is the pupil premium funding being used and is it making a difference? • Do any of these groups of pupils have a higher level of absence? • Are pupils with different starting points reaching the levels expected? • Are all pupil premium children making the levels of progress expected of them? **Further Development** AJ Data LGB member to have opportunity to link with The Orchards to shadow how other LGB members report back on pupil premium Pupil Premium Link at Orchards or another – Mrs Webb		LGB Members share good practice by providing briefing inputs to members at full LGB meetings & Committee meetings		
Are providing support for an effective head teacher	**Training Needs** Continue to ensure regular 30 min training sessions at the beginning of each full LGB meeting. Lead by EW (ECMAT rep) or CA (CoG) Thus ensuring all members of the LGB are confidently using our LGB folders to support discussions/ questioning sessions with external agencies – such as HMI/ Dfe and Ofsted. CA to share strategies/guidance on the sorts of questions asked of a governor and responses given.CA/SW to provide support sessions for newly recruited members to the LGB – LH/AB	Training needs identified from skills audit/ Ofsted issues	LGB members skills are increased developing confidence and understanding to provide support to head teacher To ensure governor's committees are fit for purpose and efficient	**Nov 16**	Chair of Governors and Chairs of Committees – Spring Term 2017

thereby ensuring that all members of the LGB have a good knowledge of the strengths of the school as well as the areas requiring further development.

- Review the structure of the governing body committees

- Introduce a system for review of the contribution of individual governors to the governing body.

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Challenge/ Support in LGB meetings

"What can we do to support you in this area/ initiative?"

Further Development

"What worked well? Even better if? What would support our development as a team further – aim higher".

"CoG to provide bespoke inputs to LGB members to ensure consistency re HIM / External Agency questioning. To ensure an OFSTED ready folder".

To ensure that all governors make a significant contribution to the work of the governing body. Action taken if necessary where governors are seen to be making an inadequate contribution.

| Ensure that they and the school promote tolerance of and respect for people of all faiths (or those of no faith), cultures and lifestyles; and support and help, through their words, actions and influence within the school and more widely in the community, to prepare children and young people positively for life in modern Britain | **Training Needs**
Up-dated vision of Core areas of the curriculum and our creative curriculum. Presentations by key academy staff on Reaside 2016/17 curriculum – Curriculum team leader LY. English team – SG/AL/RB and Maths team – DK, KL, MV, TL.

Widen children's experiences, raising self-esteem and improving life chances

Challenge in LGB meetings
Ensure that curriculum provided is broad and balanced, promotes tolerance and meets national and local needs. Linked to British Values and SMSC

Twice yearly reports of progress of new curriculum – MP/CF and feedback from children (School Council) – Date to be finalised

Further Development
What worked well? Even better if? This will drive the development of the curriculum. | Key members of staff from academy | Members are confident that the curriculum offered meets national and local needs

CA/SW – Action plan developed to include timescales – by w/c 28/9/15 LGB visits

9/9/16 – CA Safeguarding Learning walk with HT

- SEN up-date and LW EW/KL

- Data/Maths (with focus on pupil premium) meeting DK/AJ and SW
- English meeting SG and LH

Confirmation of dates on 28/9/16

Children approach new experiences in a positive manner. Children's self-esteem benefits from new experience.

To ensure children have access to a wide variety of experiences outside the school which extend their horizons | **Feb 16**

Sept 16-June 16 | Feedback from Curriculum LGB Meeting scheduled for 16/11/16 |

| Carry out their statutory duties such as safeguarding, and understand the boundaries of their roles as governors | **Training Needs**
Safeguarding LGB member to keep up to date with training. Invite to refresher on 6th September 2016.

Challenge in LGB Meetings
Scrutinise exclusions data
Scrutinise attendance data, interventions and impact
Examine school accident book -CA
Health and Safety reports
Are children feeling safe? Chair to have regular monitoring mtgs with school council
Receive parents evening feedback and analysis from HT
Monitor the impact of the school's strategies and the effective use of funding to support the achievement of 96.5%+ attendance
Possible Challenge Questions
What is the current rate of exclusions in the academy? What is the attendance rate like? How are we addressing attendance issues? | Identified LGB mtgs

Every full LGB mtg

Parental feedback-Questionnaires/ Parents evening/ Open mornings/ Inset opportunities | Members meet statutory duties

To ensure all children and families receive the support needed to achieve 96.5%+ attendance

To ensure the funding is being used appropriately and effectively to raise attendance levels.

Children's educational achievement is enhanced by regular attendance. | **Full LGB mtgs from Sep 16 onwards termly** | Every scheduled full LGB meeting throughout the academic year – and regular meetings between CA/SW |

| Contribute to the school's self-evaluation and understand its strengths and weaknesses, including the quality of teaching, and reviewing the impact of their own work | **Training Needs**

• Re-visit expectations and Reaside's Values – linked to ' Learning without Limits' proposal, British Values and SMSC supporting the performance in the classroom

• Develop an Ofsted ready folder for all members of the LGB - to re-visit/ add/refresh at the start of every LGB meeting

• Governors conduct a rigorous programme of monitoring visits to the school

• Monitor the impact of the use of pupil premium and other additional funding on the progress of all vulnerable groups of children

Challenge in LGB Mtgs
Continue to support/ challenge HT and SLT to recruit/retain high quality teachers. Safeguarding vision on recruitment in line with new Safeguarding policy (ECMAT),

Further Development
Use skills audit and member training evaluations at end of academic year to review and identify training needs for the next year

Chair plus another member to be involved in development of academy school development plan | SW

CA/SW | Members more aware of how to improve governance through self-evaluation

All members have an OFSTED ready folder to share confidently

To ensure intervention measures being funded from pupil premium are effective (linked to SDP 2016/2017)

The gap between performance of vulnerable groups and other pupils is narrowed

Members understand how teaching and learning standards are raised through recruitment

Members have greater strategic overview of academy planning | **Sept 16**

Jul 17

Sept 16 onwards | Yearly basis (more regularly if needed)

SDP shared on secure area of the schools website |

| Assure themselves of the rigour of the assessment process | **Training Needs**
• New Curriculum committee to have a training/ information session on academy assessment process
• Concise feedback session for full LGB
• Monitoring visit from pupil premium/data LGB member

Challenge in LGB Mtgs
Ensure that members ask how assessment procedures inform judgements

Future Development
What worked well? Even better if? This will drive the development of the curriculum/data. | Reaside assessment lead

LGB Data link member | Curriculum committee members have greater understanding and overview of assessment procedures | **Nov 16**

TBA | Yearly basis (more regularly if needed) |

Monitor performance management systems and understand how the school makes decisions about teachers' salary progression, including the performance management of the head teacher, to improve teaching, leadership and management	**Training Needs** Annual mtg between chair, another LGB member and HT to review performance management targets of all staff against AIP(using sample targets from across academy) **Challenge In LGB Meetings** Develop a greater understanding of the process through briefing session at full LGB meeting Revisit - HT /SLT to develop and define career stages expectations /performance to inform pay policy for teachers at Reaside (based on ECMAT central policy) **Further Development** Other LGB members to rotate /sit on annual mtg re performance management (newest members to be supported with various highlighted training needs)	Briefing statement from HT and finance committee Statement outlining career stages from ECMAT Names to be finalised at LGB meeting on 24/9/15	Members will be able to identify the relationship between learning, teaching, standards, performance management and pay policy	**Nov / Dec16**	Monitored yearly (unless any staff changes require any amendments)

| **Ensure clarity of vision, ethos and strategic direction, including long-term planning (for example, succession)** | **Training Needs**
HT and chair to re-visit vision statement for the LGB to ensure it echoes Reaside's values – aim higher goals – SDP 2016-2017.
Challenge in LGB Meetings
LGB to revisit aim and purpose of LGB reviewing 3 key issues at the start of each mtg
• Ensure that policies are in place, conform to national expectations and are reviewed regularly
• Ensure that relevant policies are displayed on academy website
• Ensure that finances conform to statutory expectations and that the academy remains solvent
 Timetable of policy review
• Monitor the 'Prevent' agenda and 'British Values' and how they are implemented in school.

Possible Challenge Questions
• Is there a clear vision for the academy?
• Where are we now? Where are we going? How will we get there?
• Is the vision identified in a statement of aims, values and manageable objectives?
• What are the key priorities?
• **How does the LGB plan ahead to be proactive rather than reactive?**
• Is academy improvement and raising standards at the top of the members' agenda?
• Do Agenda items reflect the priorities in the AIP? | LGB Vision statement to reflect school's core mission and focus:
• Higher goals
• British Values
• School Development Plan
• Safeguarding | Members will have clear expectations of strategic direction for the academy

Members will reflect this in their meetings and roles

To ensure children are not influenced by negative political or religious factions.

To ensure all children have an understanding of what it means to be British i.e. Democracy, The rule of law, Individual liberty, Mutual respect for the tolerance of those with different faith, appropriate to their age and levels of development.

Children are resistant to all forms of indoctrination. | **Nov16**

Nov 16 | Yearly basis (although earlier if required) |

| **Are transparent and accountable, including in terms of governance structures, attendance at meetings, and contact with parents and carers** | **Training Needs**
Covered in other areas

Challenge in LGB Meetings

EC Code of Practice and LGB terms of reference inform all LGB mtgs.
New structure for challenge and support in committee and full LGB mtgs
• Develop ideas to engage stakeholders e.g. parents/ parent view…
• *How are we gathering parent views at Reaside?*

From Sep 2016 use skills audit to recruit new LGB members

Conduct a 360 review of the governing bodies performance during the first half of the summer term

CA as PP champion to attend PP and PM meeting half termly

Pupils to make termly reports to the governing body in person (4pm start to be organised on those days)

CA to continue to attend School Council meetings so all governors receive regular updates on the meetings

CA to attend after school inset sessions (Tuesday evening) – to be negotiated

CA to attend selected SLT meetings (Wednesday evening) – To be negotiated | | Members can identify accountability in their structures and have strategies to engage parents

Governors are aware of perceived shortcomings and can take steps to improve their practice if necessary

Governors take account of the view of the whole school community in its aims and objectives.

To ensure the website provided useful information for parents and the community

To ensure the statutory compliance of the website

The whole school community is provided with a comprehensive and accurate information about all aspects of school life. | **Sep 16**

Nov 16 onwards | Every scheduled full LGB meeting

Chair of LGB and Headteacher |

	Monitor school website				
Engage with key stakeholders	**Training Needs** NA **Challenge in LGB Mtgs** • Further develop role of LGB parent link member (LH) • Timetable representation from LGB at key academy dates throughout the year for engagement with parents • Develop a range of strategies to increase the visibility of governors to children, staff and parents • All governors to undertake at least: • One 'on the gate' visit per term • One 'lunchtime visit' per term • One 'learning walk' per term • Complete a visit monitoring form and newsletter 'soundbite' for each monitoring visit to school **Further Development** **Create a three year vision**	Parents evenings throughout the academic year	All sectors of the school community will feel confident to approach the governors with any concerns or proposals Governors respond quickly to the vies of the whole school community		Every scheduled full LGB
Ensure solvency and probity and that the financial resources made available to the academy are managed effectively	**Training Needs** Finance awareness training for whole LGB delivered. Ensure all members are confidently able to question using guidance provided by Gary Butler. Check that rigorous financial controls are in place.	TOR for Finance/ Quality and standards ECMAT code of practice, (anti-bribery anti-fraud)	Members can ensure solvency and probity To ensure the financial stability of the school To monitor the effective use of pupil premium and all other funding to enhance the learning provision for children	**Sept 16 onwards**	Yearly reviewed through ECMAT - GB

	Challenge in LGB Mtgs Finance committee report back at every full LGB **Further Development** Development of Finance/ Quality and Standards committee role and responsibilities		The future of the school is secure The available funding is used to the best effect in enhancing children's learning.		

Gantt chart timeline with column headers: 01-Sep-16, 21-Oct-16, 10-Dec-16, 29-Jan-17, 20-Mar-17, 09-May-17, 28-Jun-17

Tasks (top to bottom):
- Bespoke inputs by CoG supporting Governors with Dfe & Ofsted
- LGB Committee Booklet in use
- Revisit LGB Vision Statement
- Creation of 3 year LGB Vision Statement
- Skills Audit of LGB
- Specific Training Needs Identified
- Link created with Orchards School to develop LGB
- Training delivered on pupil premium
- Safeguarding training delivered to all LGB members
- Presentation to LGB by curriculum team leaders
- Revisit expectations & Reaside's Values linked to Learning without limits
- Review impact of PP spending
- Training on Academy assessment process delivered to Curriculum Committee
- Review of Performance Management targets of staff against AIP
- Finance awareness training delivered to LGB
- Conduct 360 degree review of Governing Bodies Performance