



HWS Governors' 2018/19 Key Activities Plan



Our Vision that every child will leave our school confident in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a capable manner and caring about their planet and their fellow humans

Our 2018-19 Values positivity, honesty, resilience, kindness, self-respect, patience, integrity, self-control, responsibility, sportsmanship and loyalty.

Core Functions of Governing Body (1) ensuring clarity of vision, ethos and strategic direction, (2) holding the headteacher to account for the educational performance of the school and its pupils, and (3) overseeing the financial performance of the school and making sure its money is well spent.

Vision, Ethos & Strategic Direction	Educational Performance	Financial Performance & Controls
<p>LONG-TERM VISION FOR SCHOOL (Governance Priority)</p> <p>Secure a sustainable and effective long-term platform for the school & introduce more governance best practices</p>	<p>Change link governor structure & activities to align with School Development Plan priorities. Do governor training & education to seek out other governance best practices and improve GB effectiveness</p> <p>Change GB focus away from having individual subject link governors to align governor activities with the SDP priorities (starting with this annual plan). Every governor to attend external training / education or networking forums and to bring governance best practices back to the GB to implement.</p>	<p>Develop strategies to ensure long-term sustainability for the school in light of forecast government funding cuts. Look for new ways to increase income and reduce costs.</p> <p>Work with school leadership team to forecast potential scenarios for next three to five years and develop / implement strategies to ensure sustainability of the school's finances over this period and beyond. Work closely with the Friends of Hadley Wood to ensure additional funds are raised appropriately.</p>
<p>Leadership & Management (SDP Priority)</p> <p>We are going to improve the attainment of children who have Pupil Premium by thinking about what they need as individuals.</p>	<p>Monitor actions to improve the attainment of disadvantaged pupils across the curriculum.</p> <p>Understand effectiveness of the school expenditure on Pupil Premium through specific reports to the GB, and ASP / pupil progress reviews. In particular, monitor actions to improve the attainment of non-SEN disadvantaged pupils across the curriculum.</p>	<p>Ensure every governor has a thorough understanding of the school's strengths & plans for improvement</p> <p>Actively engage with school documentation, particularly school evaluation form and school development plan. Attend and participate in SEF meetings and ASP feedback meetings. Update governors' ICE pack and ensure all governors have reviewed latest version for input in their specialist areas and understanding of the wider impact.</p>
<p>Quality of Teaching, Learning & Assessment (SDP Priority)</p> <p>We are going to think about how we are teaching, to make sure that both children and teachers are enjoying lessons.</p>	<p>Understand how the children's skills and knowledge are being developed in each area of the curriculum</p> <p>Understand how the skills and knowledge are developed in each area of the curriculum. Members of the Quality of Teaching, Learning and Assessment panel to familiarise themselves with the outcomes and expectations for each curriculum area.</p>	<p>Ensure that the school's limited budget is not prejudicing the learning of the children and where possible is being used to enrich the wider curriculum.</p> <p>Look at how to increase the proportion of budget allocated to teaching and learning materials.</p>
<p>Personal Development, Behaviour and Welfare (SDP Priority)</p> <p>We are going to develop our self-control and resilience by learning mindfulness and respect for one another.</p>	<p>Monitor the implementation of the Leuven Scale to track wellbeing and engagement of the children</p> <p>Learning walks to see engagement in action. Visit PSHE lessons and support SMT in work scrutiny.</p>	<p>Review expenditure on inclusion support vs funding received & identify any further action needed</p> <p>Understand the full cost to provide the support needed for increased numbers of Inclusion pupils, the staffing implications, and any additional safeguarding or health and safety requirements associated with this provision. Produce report from this review and discuss the results (including any further action that is needed) with the GB</p>
<p>Outcomes for Children (SDP Priority)</p> <p>We are going to improve our comprehension skills by increasing our vocabulary and our reading stamina.</p>	<p>Monitor teaching provision and pupil attainment in reading.</p> <p>Accompany members of SLT on learning walks to see acquisition of reading skills in action. Check point reports to be monitored by Curriculum Committee</p>	<p>Ensure that the school invests in high quality reading materials in order to engage and excite the children in order to increase vocabulary and reading stamina.</p> <p>Monitor reading materials available and any potential gaps/opportunities for improvement. Ensure Finance Committee to be aware of curriculum budget and/or fundraising efforts needed to ensure high quality reading materials are available.</p>
<p>Early Years Provision (SDP Priority)</p> <p>We are going to encourage our children to write more frequently and at more length.</p>	<p>Track EYFS pupil progress and attainment in writing.</p> <p>Check point reports to be monitored and challenged by Curriculum Committee.</p>	<p>Purchase resources to support the development of gross and fine motor skills and upper body strength in the EYFS setting</p> <p>Ensure the environmental resources support appropriate pupil development. Liaise with the Friends of Hadley Wood and Site Manager to determine priorities for improvement, and purchase additional resources where possible.</p>
<p>Environment & Premises (SDP Priority)</p> <p>We are going to make sure that the school is really safe and healthy for everyone.</p>	<p>Monitor impact of Sports Premium</p> <p>Understand what the sports premium is used for and ensure that the impact is maximised through provision of appropriate teaching, environment, and premises to support development in this area of the curriculum.</p>	<p>Ensure that any developments to the site represent good value for money and have been previously identified in the SDP</p> <p>Review the SDP regularly to understand maintenance, development and improvement needs for the site. Monitor all maintenance spending to ensure that only necessary work is done. Ensure school obtains a range of quotes, references etc. for all significant spend.</p>

Key: ■ Green – on target / on track for completion
■ Orange – generally on target but areas needing attention / work to do to complete
■ Red – concerns that not on target and corrective measures needed
■ Grey - not started