

Holly Hill Methodist CofE Aided Infant and Nursery School

External Review of Governance

An External Review of Governance was commissioned in June 2015 following an Ofsted Inspection requiring improvement.

Following an initial meeting with members of the governing body and a review of the paperwork, one-to-one interviews were carried out on 16th June 2015, and a report and action plan for governor improvement subsequently drawn up.

Governors have engaged very positively with the process, making swift in-roads into addressing the action points identified by the review. The Chair has worked effectively to ensure that all points have been addressed, and acknowledges that some areas will benefit from continued focus and time for new processes to become embedded.

The following impact review details actions that have been taken and changes which have taken place as a result. Evidence for this has been gleaned from correspondence between the Chair and the Reviewer, the governing bodies own assessment of their progress against the action plan, and evidence seen by the Reviewer at a visit to the governing body on 4th February 2016.

Action Plan – Progress and Impact Review

Priority for improvement (From Action Plan)	Action undertaken	Evidence of Impact What has changed as a result?	Progress and Impact Review Dare of follow up visits/conversations
1. Develop a governance improvement plan to ensure that the governing body is working effectively and has robust procedures in place to provide appropriate challenge.	The committee structure has been reviewed.	There are now just 3 main committees: Pupil Support, Resources and Standards. This has allowed for more focussed work, and reduced duplication.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	New Terms of Reference for the committees have been drawn up and ratified.	The tasks and policies delegated to each committee are clearly identified. This has helped to ensure that all statutory requirements are met and that the work of each committee is focussed appropriately.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	A plan detailing the main agenda items for each FGB and committee meeting is published and reviewed on a termly basis.	Evidence of a regular schedule of meetings was seen. The annual plan will continue to require regular review, but should help to ensure that meetings are correctly focused.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	Governor link roles have been reviewed and are now aligned to the priorities in the School Development Plan.	This has facilitated governor visits, which are focused on school priorities. Governor visit reports show the increased understanding and knowledge of governors as a result of their visits. There is scope to further develop the format of these reports to ensure that they clearly identify questions or actions arising from the visit.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	Governors have accessed relevant training and support.	Training courses that have been attended by governors since June 2015 include 'From Good to Outstanding', SEN governor training, Chair of Governors training and a 'Contribution of Christian Governors' event. As a result, they have a clearer understanding of these aspects of their role. However, it would be prudent to draw up a plan for future training and development activities, making use of the data gleaned from the skills audit, and the needs of individual governors. Specific areas identified as requiring training are safer recruitment, exclusions, disciplinary hearings	Email updates and phone conversation with Chair.

		and data analysis.	
2. Be able to fully contribute to school improvement through effective monitoring and by bringing about appropriate challenge.	A new format has been agreed for presenting data to the governing body.	The new format facilitates understanding of the key issues, with the use of colour coding to help identify areas of relative strength and weakness. Data enables governors to compare the progress and achievement of all groups of pupils and relate this to national averages. As Assessment without Levels becomes embedded it would be prudent to continue to review the presentation of data to ensure that it includes the necessary detail whilst being easy to access.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	Monitoring of pupil progress is integral to all FGB meetings.	The data is presented to all governors, allowing the whole board to appreciate the current position with regard to progress and achievement.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	Governors feel confident in their ability to understand and analyse RAISE online data and use this to inform future decision-making.	Governors have a deeper understanding of the data and what it is telling them about historic patterns of progress and attainment. There is a much greater use of data to inform spending priorities in intervention activities, although further training on data analysis would be beneficial. As AwL becomes established this will undoubtedly require further training to ensure that the new approach is equally well understood.	Email updates and phone conversation with Chair.
3. Develop understanding of the use of Pupil Premium monies and monitor the impact of interventions.	A governor actively pursues the role of link governors for Pupil Premium issues.	This has facilitated a focus on this area, with the pupil premium governor attending half-termly review meetings with senior leaders and class teachers where interventions are discussed to close the gap'. The governor reports back to the full board the issues and outcomes arising from these review meetings.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	PP funding is allocated and spent on PP eligible pupils only.	PP is clearly ring-fenced on the finance reports, enabling governors to see and assess the spend on different interventions with ease.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	The effectiveness of different intervention strategies are regularly tracked and monitored.	Detailed reports showing the interventions used on specific pupils are shared with governors. Reports clearly detail the impact of interventions, comparing the % of children achieving aspects before and after interventions. Governors understand which measures are most effective	Email updates and phone conversation with Chair. Visit to GB (4/2/16)

		for specific groups of pupils and use this information when making future spending decisions.	
4. Develop understanding of the quality and consistency of teaching across the school, and monitor the impact of support and training undertaken by staff.	Data is presented to governors on a regular basis detailing the quality of teaching in different year groups and across time.	Governors have a clear understanding of the quality of teaching in different year groups and across time. Governors understand and monitor the impact of interventions, support and training undertaken by staff.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)
	Anonymised performance management targets are shared with governors.	Governors have a clear understanding of how performance management targets link to pupil progress, and that progression is linked to measurable outcomes. This information will need to be used in the future to ensure that links between pupil performance and teacher's pay are robust.	Email updates and phone conversation with Chair. Visit to GB (4/2/16)

Signed by Reviewer:

Signed by Chair of Governors:

Date:

Date: