

# Elveden Church of England Primary Academy - Board Action Plan

This action plan is based on the School Development Plan that the headteacher has devised following a strategy day, July 2021, attended by Governors and the headteacher led by Rosemary Lovatt from the External Review of Governance (ERG).

## One Page Summary

Key Actions from the SDP and Recommendations from ELG Advisor	
<p><b>Vision, ethos, and strategic direction</b></p> <ol style="list-style-type: none"> <li>1. Develop Governors understanding and monitoring of the quality of education. <i>(LM1)</i></li> <li>2. Improve listening to stakeholders – through pupil perceptions and parent surveys. <i>(LM1)</i></li> <li>3. Improve knowledge of how the school's vision is reflected through theological and Biblical reference in the day-to-day life of the school. <i>(LM2)</i></li> <li>4. <b>Develop a deeper understanding of the support given to SEND children. (PD2)</b></li> </ol>	<p><b>Holding to account</b></p> <ol style="list-style-type: none"> <li>5. Continued development of monitoring, maintain the annual monitoring plan, processes and protocols for monitoring that clarifies the monitoring duties for each governor, ensuring all aspects of the development plan and statutory compliance are monitored and a template for reporting monitoring findings to the board <i>(Recommendations: 12,26 from ELG advisor)</i></li> <li>6. Agree the data the board need to receive for Maths and English catch up and a succinct format for receiving this, and ensure holding to account happens at meetings <i>(Q5 Impact)</i></li> <li>7. Continued oversight of all performance management in the school including the headteacher's. <i>(Recommendations 16,17 from ELG advisor)</i></li> </ol>
<p><b>Oversight of finances and ensuring money is well spent</b></p> <ol style="list-style-type: none"> <li>8. Ensure compliance with the Academies Financial Handbook <i>(Recommendations: 19,22)</i></li> <li>9. Agree the management of the building work so it is fit for purpose within the confines of the budget. <i>(LM5)</i></li> </ol>	<p><b>Governance practices</b></p> <ol style="list-style-type: none"> <li>10. Continue to develop the agreed governance structure ensuring it is still workable and fit for purpose and members are trained appropriately. <i>(Recommendations: 11, 21,23)</i></li> <li>11. Continue to make meetings more productive with an annual meeting plan that ensure both strategic, holding to account, financial and compliance duties are discharged. <i>(Recommendations: 3,5,8,18,25)</i></li> </ol> <p><b>Agree the future strategy for the school, making the decisions on the partnership and joining of a MAT (LM6)</b></p>

<p><b>Problem/Area for development (Why?)</b> What needs to change?</p>	<p><b>Intervention Description (What?)</b> What are the active ingredients? What will you see when it is working?</p>	<p><b>Implementation Activities (How?)</b> How will it be done? What blend of implementation activities are required?</p>	<p><b>Implementation Outcomes (How well?)</b> How will you know that it is working? Fidelity, Reach, Acceptability Short (Spring term 2021) Medium (Summer term 2021) and Long term (AY: 2021/22)</p>	<p><b>Final Outcomes/timescale (And so?)</b> How will the school, governing body, staff and pupils benefit and in what timescales?</p>
<p>There is lack of decision on the future direction for the school</p>	<p>Decision on future of partnership</p> <p>Discussions with prospective MAT's</p>	<p>Decide on future of partnership at FGB meeting in September</p> <p>Hold discussions with Diosean MAT and All Saints Schools Trust</p>	<p><b>Short term:</b> Agreement on future of partnership.</p> <p><b>Medium term:</b> Develop plans to research and join MAT. Identify MAT to join</p> <p><b>Long term:</b> Joined MAT</p>	<p>The future of the school will be secured. AS a small school this will be beneficial to everyone as it is a popular oversubscribed school that has an excellent reputation particularly for pupils with special needs</p> <p>Timescale dependent on the Chosen MAT and due diligence on both sides</p>
<p>1 During the recent Ofsted inspection governors were said to be basing their monitoring on the old framework. There is a need to be in complete understanding of the knowledge and skills required for each subject area.</p>	<p>Governors assigned subject areas that are matched to their strengths.</p> <p>Clarity of the specific are that is to be monitored</p> <p>Good quality monitoring reports.</p> <p>Collaborative working between subject lead and subject governor</p>	<p>Updating of Terms of Reference with governor input on their subject lead preferences /match to skill level.</p> <p>Training. Joining staff meetings, SEO visits, subject deep dives</p> <p>Dioseses training on monitoring.</p> <p>Reading Ofsted framework</p>	<p><b>Short term:</b> Governors confident in the area they are monitoring</p> <p>Meetings attended for subjects that already have knowledge and skills mapping</p> <p><b>Medium term:</b> Training on monitoring attended</p> <p><b>Long term:</b> Monitoring reports completed for each subject area with emphasis on knowledge and skills acquired by pupils, how they arrived at these level and next steps.</p>	<p>Governor knowledge will match Ofsted expectations.</p> <p>Improved monitoring of learning.</p> <p>Greater collaboration between staff and governors</p>
<p>2. Lack of interaction between the board and stakeholders the</p>	<p>Stakeholder and pupil engagement linked to</p>	<p>Training for board to cover stakeholder engagement and</p>	<p><b>Short term:</b></p>	<p>The board understanding the views of the key stakeholders (staff, parents and pupils) and</p>

<p>board is not listening to stakeholders in a structured way or visible to stakeholders/pupils.</p>	<p>monitoring plan to give it purpose</p>	<p>how to do it, including example survey questions</p>	<p>Following SIAMS training parent surveys and pupil perceptions held by governors.</p> <p>Zones of Regulation pupil perception carried out</p> <p><b>Medium term:</b></p> <p>Summer term plan made for listening activities</p> <p><b>Long term:</b></p> <p>Annual plan for stakeholder engagement activities. Views of stakeholders considered when developing the il</p>	<p>these are an input to agreeing development priorities.</p> <p>Stakeholders feel listened to and involved in the strategic direction of the school</p> <p>The board are aware of staff wellbeing and workload and include this in their strategic thinking</p>
<p>3.The governors lack understanding of how the school ensures the theological and Biblical references are reflected throughout the day to day.</p>	<p>Governors are fully conversant with the vision.</p> <p>Governor monitoring of lessons, school events, play times, Forest schools to focus on ethos is encapsulated during school life.</p>	<p>SIAMS training for Govenors.</p> <p>Govenor monitoring reports to include ethos.</p> <p>Governor monitoring to include all areas of the school day.</p>	<p><b>Short term:</b> SIAMs training for all governors.</p> <p>Monitoring report template to be updated.</p> <p><b>Medium term.</b> Governor monitoring plan updated</p> <p><b>Long term</b></p> <p>Ethos integration to be embedded into the monitoring practice.</p>	<p>A clear shared vision.</p> <p>Governors will have a clear understanding of spirituality.</p> <p>Vision will be refined and shared with all stakeholders.</p> <p>Children are able to reflect on this and relate it to their behaviour.</p>
<p>4.The governing body does not have a deep understanding of the SEND provision within the school</p>	<p>Governors will have an understanding of difference.</p> <p>Governors will be fully aware of the support for SEND children at the school.</p>	<p>Send information sessions for governors.</p> <p>Send overview summaries available on Gov Hub.</p> <p>Regular updates from SENCO (staff governor) and SEN governor at</p>	<p><b>Short term</b></p> <p>SEND information sessions for governors</p> <p>Overviews added to hub.</p> <p><b>Medium term</b> SEND regular item on Standards agenda.</p>	<p>The excellent provision that the school provides for SEND children is clearly understand and the good work the school provides celebrated by all.</p>

		Standards meetings	<b>Long term</b> Board feels confident to make decisions re SEND	
5. Although monitoring has developed the momentum needs to be kept until the practice is embedded.	<p>Governor monitoring plan</p> <p>Governor monitoring report template</p> <p>Monitoring protocols agreed with school</p> <p>Governor monitoring reports to be shared on Governor Hub and discussed at meetings.</p>	<p>Board training on monitoring, monitoring planning and how to hold to account at meetings. Sample monitoring plan, monitoring report and agenda template provided</p>	<p><b>Short term:</b> Governor monitoring plan to be updated to reflect current SDP.</p> <p>Governor monitoring reports updated to reflect current SDP</p> <p><b>Medium term:</b> Monitoring is well organised, focused, recorded, and reported back at meetings and discussion takes place on findings and holding to account discussions happen</p> <p><b>Long term:</b> Annual monitoring that is having an impact, feeding into holding to account conversations and driving discussions about school improvement priorities.</p>	<p>A governor monitoring plan that details the monitoring activities planned for the year and the types of evidence that governors can look for during monitoring</p> <p>Clear protocols and processes for monitoring, including a template for recording monitoring and feeding it back to the board</p> <p>Monitoring that is well organised, purposeful, documented and discussed.</p> <p>Update: Moving in the right direction. Some monitoring already taken place utilising the process and reporting format suggested.</p>
6 The board is not proactive in interrogating the data for pupil progress and needs to be more aware how pupil premium/school led tutoring grant and recovery premium is being used regarding Maths and English.	<p>Pupil progress in Maths and English on the agenda of Standards meetings.</p> <p>Lead governors demonstrate understanding of pupil progress and outcomes of</p> <p>pupil premium/ school led tutoring grant and recovery through monitoring reports presented at the meetings.</p>	<p>Standards committee chair will ensure that catch-up progress is on the agenda.</p> <p>Governor Maths and English leads to provide a brief report via governor hub for each meeting after liaison with teacher subject leads</p>	<p><b>Short term:</b> Develop practise of tutoring progress is a regular item for the Standards Committee agenda</p> <p><b>Medium term:</b> Establish meetings between Maths and English subject leads and their equivalent governor and reporting through Gov Hub</p> <p><b>Long term.</b> Board feels confident interpreting data and making strategic decisions</p>	<p>Pupil premium/ school led tutoring grant and recovery provision has been successful with pupils reaching their targets</p> <p>Governors are in full understanding of the process and are clear on the progress made</p> <p>The catch-up process is fully documented so transparent to all.</p>

<p>7 The board has not yet come to full agreement re Headteachers roles meaning performance management is on hold.</p>	<p>Take advice from HR Take legal advice Resolve Partnership dissolution</p>	<p>Clarity on terms of partnership dissolution as they relate to HTs Guidance from HR and Legal on how to approach better separation for all concerned</p>	<p><b>Short term:</b> dissolution of partnership with best outcomes for all staff <b>Medium term:</b> Clarity of role and robust independent performance management happening <b>Long term:</b> Leadership structure clear</p>	<p>A well organised/structured approach to the headteacher’s performance management that happens in a timely fashion.</p>
<p>8 The governors have not included an AGM in their round of meetings so are not compliant with the Academy's Financial Handbook. There is a lack of knowledge regarding the ESFA compliance calendar and key returns.</p>	<p>AGM to be arranged Involvement in key ESFA returns</p>	<p>Guidance on what is expected to be on the agenda for an AGM, what needs to be prepared beforehand and by whom Guidance on ESFA compliance calendar and key returns</p>	<p><b>Short term:</b> Overview of AGM provided to governors. AGM arranged. Agenda items provided to chair <b>Medium term:</b> Board involved in the completion of all key ESFA returns <b>Long term:</b> Board able to discuss strategically the financial position of the academy Have at least 3 Members</p>	<p>Compliance with Academies Financial Handbook AGMs are established Governors fully involved in the school's finances.</p>
<p>9. The board has not involved themselves adequately in the building work proposed.</p>	<p>Governor has oversight with the headteacher of the building work. Governors fully involved in the decision making re the proposed expansion of the school.</p>	<p>Link governor identified to work with the HT regarding the building work. Governors involved in planning decisions. Reports on progress presented at Finance Meetings.</p>	<p><b>Short term:</b> Identify link governor This governor to attend site meetings and report necessary actions, problems etc with the HT <b>Medium term:</b> The new plans approved and building work under way <b>Long term:</b> Building work successfully completed.</p>	<p>The expansion of the school up and running Classrooms fit for purpose.</p>

<p>10 The board is still relevantly new; Vigilance needs to be maintained to embed the structure.</p>	<p>Committee structure</p> <p>Terms of reference for each committee reviewed and revised</p> <p>Skill sets taken into consideration when appointing governors to committees.</p>	<p>Chairs of each committee to drive the agendas</p> <p>Reports to fully reflect the meetings</p> <p>Meetings well attended.</p>	<p><b>Short term:</b> T of R reviewed and revised Meetings planned and chair involved in setting agendas</p> <p><b>Medium term:</b> Reports checked for accuracy and true reflection of meetings</p> <p><b>Long term:</b> High quality meetings helping to drive the school forward</p>	<p>All committees clearly defined and organised</p> <p>Committee meeting plans/work plans</p> <p>Board members feeling confident on what is expected of them in their designated roles</p>
<p>11 Meetings are not always succinct in their agenda planning</p>	<p>Annual meeting plan/agenda plans</p>	<p>Training for the board on effective meetings</p>	<p><b>Short term:</b> Develop a meeting calendar for each committee with high level agenda items. Agendas are developed between the chair, head and clerk Agendas focus more on strategic issues</p> <p><b>Medium term:</b> The agenda plan for the next year is developed once SDP available</p> <p>Long term:</p>	<p>An annual agenda plan, that provides a skeleton agenda for the board meetings for the year that allows the board and school to plan their work</p>