

Governor: A Jackson

Outcomes for Pupils

- Track progress rigorously to ensure it is rapid and sustained for all children from their starting point and gaps are narrowed for identified groups - mobility is high
- Challenges are set for all children to meet or exceed the standard required for their year group
- Attainment and progress is in-line or exceeds national figures at all key stages
- Safeguarding and Health and Safety Governor

Governor: S Tawake

Personal development, behaviour and welfare

- Continue to monitor behaviour, safety and attendance - maintain good/outstanding judgement
- SEND Link Governor ensuring pupils make sufficient progress
- Further develop children's awareness of different forms of bullying and how to keep safe in and out of school and online
- Continue to build on SEAL themes to aid transition and mobility
- Begin to secure understanding of UNICEF Rights Respecting School Charter

Governors: D Fleming/ D Pearce

Leadership and Management

- Rigorous performance management (including Head teacher Appraisal) to ensure Staff development at all levels - CPD - Peer Mentoring - sharing good practice (North Star Alliance)
- Governance - monitoring and evaluation (SDP / Pupil Premium / PE funding)
- Triangulating performance information with the evidence from monitoring of teaching and learning within pupils' books
- Safeguarding - Audit any training needs, identified and acted on
- School communication systems are effective
- Support HT in developing a strategic approach to school improvement planning to ensure that clear timeframes and sequences of actions outline the approach to ensure improvements



Alanbrooke Community Primary School 2016-17

GOVERNOR ROLES AND AREAS OF RESPONSIBILITY LINKING TO SCHOOL PRORITIES

All Governors work in collaboration with the Head teacher and Staff in school to achieve the best outcomes for pupils.

***Alanbrooke Believes Everyone
Succeeds Together.***

Governor: D Pearce

Teaching, learning and assessment

- Monitor lessons and environments to evidence Good and Outstanding teaching across the school with appropriate expectations
- Monitor pupil engagement to ensure pupils know what they are learning
- Evidence level of challenge in lessons and books especially for more able pupils
- Ensure pupils have opportunities to encounter deep learning experiences.
- Monitor marking of books to ensure progress Maths and Writing (including opportunities for cross curricular)

Governor: Rev R Hall

Spiritual, Moral, Social, Cultural (SMSC)

SMSC and PSHE are at the heart of school life embedded through the curriculum.

- To embed values led assemblies and children as leaders
- Ensure smooth transition for new pupils and SEAL themes aid this
- Continue to develop the children's awareness of SMSC throughout all aspects of the curriculum and how it prepares them for life in modern Britain
- Begin to secure understanding of UNICEF Rights Respecting Schools Charter

Governor: D Fleming

EYFS

- Ensure that there is sufficient observation evidence to demonstrate standards on entry, particularly for children entering below typical
- Monitor free-flow opportunities to broaden pupil's experiences and identify child-initiated learning
- Monitor opportunities for child initiated learning to stimulate children and develop independent thinking and learning skills