



St Mary's RC Primary School Brynmawr

Governing Body Improvement Plan (GBIP) 2023-2024

Linked to:

(a) ESTYN Framework: Inspection Area 5 Leadership and Management

- 5.1 Quality and effectiveness of leaders and managers
- 5.2 Self-evaluation processes and improvement planning
- 5.3 Professional learning

and (b) Recommendations from ESTYN Thematic Review: “ School Governors Acting As Critical Friends and the Impact of Governor Training”(May 2023)

Governing bodies and schools should:

- R1 Improve governors' ability to challenge senior leaders about all aspects of the school's work
- R2 Ensure that governors have regular and worthwhile opportunities to observe first-hand the progress that their school is making towards meeting its priorities
- R3 Undertake regular self-evaluation of the work of the governing body to identify strengths and areas to improve
- R4 Evaluate the impact of governor training on their role as effective strategic leaders and identify future training requirements

Current context: September 2023

There has been a significant change in the leadership and management of the school and Governing Body. At the end of the Summer Term the Headteacher of 22 years retired and an Acting Head and Deputy Head from the existing SLT were appointed from September 2023 - initially for 1 year. The Chair of Governors is also new to the role following the previous Chair's retirement after many years' service. This is the Governing Body's first Improvement Plan.

| GB Lead | Action | Success Criteria | Resources (including use of grant funding) | Timescale (Start – End) | Monitoring and evaluation arrangements <i>Who, what, where, when</i> | Progress against actions – are we on track? | | | | | |
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| | | | | | | Au 1 | Au 2 | Sp 1 | Sp 2 | Su 1 | Su 2 |
| 5.1 Quality and effectiveness of leaders and managers | | | | | | | | | | | |
| R1 Improve governors' ability to challenge senior leaders about all aspects of the school's work | | | | | | | | | | | |
| R2 Ensure that governors have regular and worthwhile opportunities to observe first-hand the progress that their school is making towards meeting its priorities | | | | | | | | | | | |
| KL | Produce a Governors' Handbook which clearly states the roles and responsibilities of the Governing Body in a Catholic School | All Governors know and understand their strategic roles and responsibilities as Governors of a Catholic School | | 1 st half of Autumn Term 2023 | All Gobs receive a draft copy of the handbook at the first full GB Meeting of the term to evaluate. | | | | | | |
| KL | Agree a calendar of meetings for the year which includes opportunities for | All Governors are engaged in committees which meet regularly All Governors develop a better understanding of the life of the school and | | 1 st half of Autumn Term 2023 | Attendance and Minutes of Meetings shared with full GB | | | | | | |

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| | committees to meet. | are able to challenge and support SLT | | | | | | | | | |
| KL | Agree terms of reference and membership of statutory committees and establish non statutory committees for Wellbeing, Resource Management and Standards | <p>All Governors understand the terms of reference of the individual committees.</p> <p>All Governors actively participate in committee meetings</p> <p>The work of the Wellbeing, Standards and Resource Management Committees gives Governors the opportunity to challenge and support school leaders in all aspects of the school's work</p> | | 1 st half of Autumn Term 2023 | <p>Minutes of Committee Meetings</p> <p>Committee Structure</p> | | | | | | |
| KL | Write and adopt a policy and protocol for Governors' visits | <p>A clear policy and protocol for Governors' Visits is produced.</p> <p>The Policy is shared with and understood by all Governors</p> <p>There is increased Governor participation in purposeful visits to the school.</p> | | 2nd half of Autumn Term 2023 | <p>All Governors receive a draft copy of the policy at the 2nd Full GB Meeting of the Autumn Term for comment.</p> <p>The Policy is approved by all Gobs at 1st Spring Term Full GB Meeting</p> <p>Governor reports from individual Governors</p> | | | | | | |

| 5.2 Self-evaluation processes and improvement planning | | | | | | | | | | |
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| R1 Improve governors' ability to challenge senior leaders about all aspects of the school's work | | | | | | | | | | |
| R2 Ensure that governors have regular and worthwhile opportunities to observe first-hand the progress that their school is making towards meeting its priorities | | | | | | | | | | |
| R3 Undertake regular self-evaluation of the work of the governing body to identify strengths and areas to improve | | | | | | | | | | |
| KL | Produce a 2 year Cycle of school self evaluation and monitoring activities linked to the SIP and the ESTYN Framework | A detailed calendar of evaluation activities is produced which covers all areas of the SIP and has clear links to the ESTYN Framework All Governors have the opportunity to be involved in evaluation activities | | 1 st half of Autumn Term 2023 | Attendance at and Minutes of Monitoring activities shared with all Gobs | | | | | |
| KL | Introduce and begin to implement the EAS Governor Self Evaluation Toolkit to identify strengths and further areas for development | The EAS Governor Self Evaluation Framework is beginning to be used by the Governing Body. All Governors have sight of the framework and understand its purpose | | Spring Term 2024 | Attendance and evaluation forms from Governor Training | | | | | |
| All Govs | Individual Governors feedback outcomes of Governor visits and monitoring activities at Full Governors | All Governors undertake school visits . All Governors meet with staff and groups of pupils . All Governors undertake a range of monitoring activities | | Spring Term 2024 | Governor Visit Reports and Minutes of feedback | | | | | |

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| | Meetings | All Governors have a better understanding – based on first hand evidence of the strengths and areas of improvement of the school | | | | | | | | | |
| 5.3 Professional learning R1 Improve governors' ability to challenge senior leaders about all aspects of the school's work R4 Evaluate the impact of governor training on their role as effective strategic leaders and identify future training requirements | | | | | | | | | | | |
| KL | Complete the CES Governor Skills Audit to identify the skills set and training needs of all Governors | All Governors complete the skills audit. Governors skills and roles are matched effectively in committees Training needs are identified and appropriate training opportunities identified | Course fees to meet any specific training needs especially around the distinctive nature of Catholic schools | Autumn Term 2023 | Completed audits. Bookings for training events | | | | | | |
| KL | Ensure all Governors have completed Mandatory Training and Safeguarding | All Governors have completed mandatory training modules All Governors have completed EAS Safeguarding Training | | Autumn Term 2023 – Summer Term 2024 | Record of training shared with all Governors by EAS | | | | | | |
| KL | Encourage all Governors to engage in Governor Training by having this as a | All Governors are engaged in EAS and LA Training events All Governors recognise the distinctive | Course fees to meet any specific training needs especially around the | Autumn Term 2023 – Summer Term 2024 | Record of training shared with all Governors by EAS GB Minutes outlining individual Gobs feedback of | | | | | | |

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| | standing agenda item at all Full Governing Body meetings | nature of Governance in a Catholic school All Governors improve their knowledge and understanding of how they can support the work of the school | distinctive nature of Catholic schools | | training | | | | | | |
| All Govs | Individual Governors feedback outcomes of training at Full Governor Meetings | All Governors are engaged in feedback and reflecting on what they have learned | | Autumn Term 2023 – Summer Term 2024 | Record of training shared with all Governors by EAS GB Minutes outlining individual Gobs feedback of training | | | | | | |

Governing Body's End of Year Reflection Activity

- Are we sufficiently focused on knowing what is happening in our school and the school development priorities?
- What monitoring are we involved in currently?
- What monitoring will we need to be involved in going forward?
- How will we need to change our practices to evidence our approach?
- Are there things we are more confident about / more concerned about?
- What Professional Learning opportunities can help us?

Strengths and areas to celebrate:

Areas to develop further next year:

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