

GOVERNORS' ACTION PLAN 2025- 2026

Priority 1	To monitor that there is a reduction in SEND persistent absentees and that whole school attendance, especially Early Years, improves to a target of 95%				
Priority 2	To monitor that the oracy approach is embedded to increase communication and vocabulary across the curriculum				
Priority 3	To monitor that subject leaders have a planned system for monitoring and reviewing and that there a connected curriculum.				
Key Outcomes and Evaluative Questions		Date for Actions	Resources	Monitoring	Evidence
Priority 1 Attendance Can we see an overall improvement in attendance and can we reach 95%? Can we see a greater reduction in SEND persistent absentees? Are the attendance trends positive when compared with national? Can we see any case studies to show impact? Are staff and parents involved in understanding the importance of attending school especially in Early Years?		Governors speak to staff and pupils. Participation Day 1 st April 2026 Monitoring dates to be organised when governors/ staff are available.	Time allocated for meetings. Members of the Oasis team are available for interviews or to attend governors' meetings. Impact of all staff on attendance	Learning walks. Talking to staff Talk to SENDCo - re-attendance of SEND pupils.	Governors can see improvement and identify areas of development. Staff to present outcomes to governors at meetings, written or verbal. Oasis team reports HT reports. Feedback forms, short reports and LGB minutes. Analysis of data.

Priority 2 Oracy Is the oracy approach embedded to increasing communication and vocabulary across the curriculum including outdoor learning? Are pupils familiar with the resources to help them? Are the pupils more confident in talking about their curriculum and learning? Are the SEND pupils making progress and persistently absent pupils given time to catch up? Are pupils taking pride in their “talk targets”?	Participation Day 1 st April 2026 Reports and action plans. Discussion with Subject leaders/class teachers/support staff	Time allocated to speak to relevant staff and pupils	Learning walks Talking to staff and pupils	Gaps closing? Strategies to support the children to speak confidently about their learning	Curriculum leader reports/LT reports HT reports Data LGB meeting minutes
Priority 3 Review cycle for connected curriculum Do subject leaders monitor frequently and with consistency? What is the impact? Can we see strong practice across the curriculum? Is there a spotlight on certain subjects and how is it done? Do leaders visit other schools to find and bring back ideas or challenges? Can pupils refer to prior learning and connect to what they are learning now?	Participation Day 1 st April 2026 Discussion with LT Discussion with subject leaders Discussions during LGB meetings	Time allocated for governor visits to see evidence of connected curriculum	Talking to staff and pupils Learning walks	Examples of how connected curriculum is delivered and impact.	Minutes with evidence of questions asked. Reports from HT/LT Data reports
Regular Monitoring Rolling programme throughout the year. Times and dates arranged when suitable.					
Evaluation and Monitoring Who? How? Strategic committee, feedback forms, data, minutes of meetings. Using SDP		Evaluation of outcome Analyse feedback. Self evaluation. School improvement cycle achieved and data results on track. HT reports			