

GOVERNORS' ACTION PLAN 2024- 2025

Priority 1	To monitor that pupil attendance improves to meet school target of 95% with improvements for all pupils on previous year.				
Priority 2	To monitor that the curriculum identifies the essential learning, with key vocabulary which is covered and retained by pupils in readiness for the next stage of learning.				
Priority 3	To monitor that the new behaviour strategy is consistently embedded and there is increased responsibility developed with the older pupils.				
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 persistent absentees? Are the attendance strategies working, positive or negative? Is the new attendance challenge working? 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 to speak to staff and pupils. Participation Day 24th February 2025 Monitoring dates to be organised when governors/ staff are available.	Time allocated for meetings. Members of the Oasis team available for interviews or to attend governors' meetings. Impact of subject leaders 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.

<p>Priority 2 Our curriculum identifies essential learning with key vocabulary.</p> <p>Do the children learn more and remember more and can this be identified by the appropriate planning? What progress can we see and what difference has it made? Do children remember more vocabulary through learning displays. Are we commenting on this improvement? In Early years does the environment allow children to consolidate and extend their learning?</p>	<p>Participation Day 24th February 2025</p> <p>LT, SEND reports and action plans.</p> <p>Discussion with Subject leaders</p>	<p>Time allocated to speak to relevant staff and pupils</p>	<p>Book scrutiny</p> <p>Learning walks focusing on displays</p> <p>Talking to staff and pupils</p>	<p>Gaps closing?</p> <p>Strategies to support the children to remember more.</p>	<p>Curriculum leader reports/LT reports</p> <p>HT reports Data</p> <p>LGB meeting minutes</p>
<p>Priority 3 New behaviour strategy and increase responsibility for older pupils</p> <p>Is the new behaviour strategy consistently embedded? Can we see an increased responsibility to support character development, especially of older pupils? Does the Head Boy and Girl show impact? Are parents supporting this?</p>	<p>Participation Day 24th February 2025</p> <p>Discussion with LT Discussion with subject leaders</p> <p>Discussions during LGB meetings</p>	<p>Time allocated for governor visits to see evidence of improved behaviour</p>	<p>Talking to staff and pupils</p> <p>Learning walks</p>	<p>Examples of improved behaviour seen. Impact of Head Boy and Girl</p>	<p>Minutes with evidence of questions asked.</p> <p>Reports from HT/LT Data reports</p>
<p>Regular Monitoring</p> <p>Rolling programme throughout the year. Times and dates arranged when suitable.</p>					
<p>Evaluation and Monitoring Who? How?</p> <p>Strategic committee, feedback forms, data, minutes of meetings. Using SDP</p>		<p>Evaluation of outcome</p> <p>Analyse feedback. Self evaluation. School improvement cycle achieved and data results on track. HT reports</p>			