Focus from 2016/17 School Improvement Plan	Governor impact in 2016-2017
	Support Challenge
Focus Embedding of high quality assessment practices and measuring their impact on planning, teaching and learning	Governor activities: Monitoring the implementation of a new system of moderation Evaluating and questioning the impact of possible new assessment systems proposed by SLT Supporting the introduction of GL Assessment tests and monitoring their 'fit' within existing school assessment approaches Securing regular updates on the progress of PP children Where gaps/improvement needs were identified, governors targeted questions to SLT around interventions to close these gaps. Governors secured updates on the effectiveness of these interventions Book scrutiny to evaluate the embedding of marking and feedback policies School visits, learning walks and teacher conferencing to ensure key information on policies and strategy implementation is cascaded Supporting SLT through discussion of issues with the implementation of new assessment practices. Clarifying next steps and ongoing improvements
Focus Consistency of teaching across the school	Supporting the development of the three questions as the centre of the school vision Questioning SLT and staff around the use of the three questions in classrooms Exploration of the impact of these questions in classroom and on children's learning Seeking information from SLT about the continued effectiveness of the FFT progress measures Getting updates from staff on the outcomes of teaching observations across the school

	• Exploring (through discussion) ways to support teachers to develop their practice within the school • Monitoring the implementation of a new system of staff target setting and appraisal throughout the school • Receiving evaluations of teaching and learning at the school from external visits and prompting the implementation of required changes to address any issues they raised • Supporting the recruitment of new members of teaching staff
Improve outcomes for pupils	• Data scrutiny, questioning around the needs specific groups of children • Ensuring that changes and interventions are in place to respond to any needs highlighted through data scrutiny • Ensuring that SLT are holding teachers to account for the outcomes of pupils in their class • Supporting SLT to put in place measures to support SEN children through a change of SENDO
Work and impact of leadership and management at all levels	• Supporting the re-structuring of staff management structures to make way for the recruitment of middle leaders • Receiving reports from external auditors and supporting SLT to commission audits when needed • HT appraisal • Surveying staff opinion around the impact of leadership and their recognition of improvement in leadership performance • Securing updates on implementation of safeguarding policies and procedures • Supporting the recruitment of middle leaders • Questioning around SLTs leadership of staff through a time of change
Developing and embedding effective learning behaviours across the school	• Developing the school vision to ensure clarity and common understanding • Supporting the recruitment of a new SENDO to support specific children • School visits and learning walks to see children's behaviour for learning in classroom settings • Receiving reports from external

	inspectors and questioning around action points arising from these reports • Ensuring staff are cascaded information about behaviour policies • Incorporating discussion of school vision into teacher recruitment and interview process