

## External Review of Governance

Reviewer: (name)	Lorne Pearcey	External Review of Governance at: (name of school)	Holly Hill Methodist CofE Aided Infant and Nursery School	
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Reviewer's background: describe current role e.g. NLG, NLE, education consultant		Chair of Governors at the Colmore Schools and NLG.		
Chair of Governors	Rev. Peter Bates (until July 2105) Rev. Neil Johnson (from Sept 2015)	Phone no:	(w)  (m) 07757 156756	Email: <a href="mailto:peterkbates@gmail.com">peterkbates@gmail.com</a> <a href="mailto:njohnson@birminghammethodistcircuit.org.uk">njohnson@birminghammethodistcircuit.org.uk</a>
Date of inspection (if review recommended by Ofsted)	21-22 <sup>nd</sup> April 2015	Date reviewer appointed	4 <sup>th</sup> June 2015	
Date of planning meeting(s)	4 <sup>th</sup> June 2015	Date of external review	16 <sup>th</sup> June 2015	
Background and context of school	<ul style="list-style-type: none"> <li>Holly Hill is a two-form entry Infant and Nursery School and Children's Centre.</li> <li>Around two-thirds of the pupils received the pupil premium, which is much higher than the national average, and the proportion of pupils with special educational needs is also higher than the national average.</li> <li>Children attend the Nursery on a part-time basis and become full-time when they enter the Reception class.</li> </ul>			
Issues identified by Ofsted	<ul style="list-style-type: none"> <li>The attainment of pupils in reading and writing is below average, having declined in 2014.</li> <li>Disadvantaged pupils do not achieve as well as other pupils in the school and the pupil premium has not been used effectively to support their needs.</li> <li>Governors do not receive sufficiently detailed information about the schools' strengths and areas for improvement.</li> <li>Governors do not know how well the school is performing.</li> </ul>			
Process of the review	Review of GB paperwork prior to face-to-face interviews with key members of the governing body and the current and incoming head teachers.			

<p>Summary of findings: strengths – what the governing board does well</p>	<ul style="list-style-type: none"> <li>• Governors showed great commitment to their role and to the school and a determination to do whatever is necessary to make the improvements required.</li> <li>• Clear systems are in place to ensure that the work of the governing body fulfils statutory requirements, particularly with regard to policies.</li> <li>• Clerking of most meetings is good, with clear evidence to show that governors are engaged in questioning and deepening their understanding.</li> <li>• Governors have engaged in relevant training, although this is something to be developed further.</li> <li>• Governors have helped to shape the schools’ ethos and this is strength of the school.</li> <li>• The budget is balanced and shows good reserves for the coming year.</li> <li>• The governing body has recently reconstituted as required with the new instrument of Government taking effect in September 2015.</li> </ul>
<p>Summary of findings: areas for development</p>	<ul style="list-style-type: none"> <li>• Develop a governance improvement plan to ensure that the governing body is working effectively and has robust procedures in place to provide appropriate challenge.</li> <li>• Be able to fully contribute to school improvement through effective monitoring and by bringing about appropriate challenge.</li> <li>• Develop understanding of the use of Pupil Premium monies and monitor the impact of interventions.</li> <li>• Develop understanding of the quality and consistency of teaching across the school, and monitor the impact of support and training undertaken by staff.</li> </ul>
<p>Conclusions and key areas for action</p>	<ul style="list-style-type: none"> <li>• Governors were positive about using this as an opportunity to reflect on historic procedures and to move forwards. The action plan should form a starting point for re-focusing the efforts of governors to ensure the best experiences and outcomes for pupils.</li> </ul>
<p>Date for progress and impact review</p>	<ul style="list-style-type: none"> <li>• December 2015</li> </ul>

## Action Plan

Priority for improvement	Action required	By when	By whom	Success criteria
1. Develop a governance improvement plan to ensure that the governing body is working effectively and has robust procedures in place to provide appropriate challenge.	Review the committee structure to minimise duplication and align more closely with the areas of the Ofsted framework.	Beginning of autumn term 2015	Chair / Head / FGB	<ol style="list-style-type: none"> <li>1. The committee structure has been reviewed and new Terms of Reference ratified.</li> <li>2. The tasks and policies delegated to each committee are clearly identified.</li> <li>3. A plan detailing the main agenda items for each FGB and committee meeting is published and reviewed on a termly basis.</li> <li>4. Link governors are appointed to roles aligned to the priorities in the SDP.</li> <li>5. Governors have accessed relevant training and support and a plan for future training and activities has been developed.</li> <li>6. Governors have a clear understanding of all aspects of their role.</li> </ol>
	Draw up and ratify Terms of Reference for the committees.	Beginning of autumn term 2015	All governors	
	Develop a detailed annual planner for the FGB and committees following re-structure and review on a termly basis.	Beginning of autumn term 2015 and on-going	Chair / Clerk / All governors	
	Review governor link roles so that they are aligned to the priorities in the Post-Ofsted Action Plan.	Beginning of autumn term 2015	All governors	
	Taking into account the revised committee structure, identify and commission training needed to support governors in developing their understanding of the role and holding the school to account.	Beginning of autumn term 2015 and on-going	All governors	

2. Be able to fully contribute to school improvement through effective monitoring and by bringing about appropriate challenge.	Agree with the Headteacher the data to be presented to the governing body and its format to ensure that the progress and achievement of all groups of pupils is monitored. This should include comparison to national averages and of specific groups such as PP and SEN.	Beginning of autumn term 2015	Chair / Head	<ol style="list-style-type: none"> <li>1. Data is presented to governors in an agreed format which facilitates understanding of the key issues.</li> <li>2. Data enables governors to compare the progress and achievement of all groups of pupils and relate this to national averages.</li> <li>3. Monitoring of pupil progress is integral to all FGB meetings.</li> <li>4. Governors are confident in their ability to understand and analyse RAISE online data and use this to inform future decision-making.</li> </ol>
	Ensure that pupil progress is an agenda item on all FGB minutes, including a review of progress data and monitoring of the quality of teaching.	On-going	Chair / Clerk	
	Undertake appropriate training on RAISE online data so that all members of the FGB are confident in their understanding and interpretation of the data.	End of autumn term 2015	All governors	
3. Develop understanding of the use of Pupil Premium monies and monitor the impact of interventions.	Appoint a governor to take the role of Pupil Premium champion.	September 2015	All governors	
	Ensure that PP funding is allocated and sent on PP eligible pupils only.	October 2015 and on-going	Chair and PP Governor	<ol style="list-style-type: none"> <li>1. A governor actively pursues the role of link governors for Pupil Premium issues.</li> <li>2. PP funding is ring-fenced and is used on specific interventions for specific groups of eligible pupils.</li> <li>3. The effectiveness of different intervention strategies are regularly tracked and monitored so that governors understand which measures are most effective for specific groups of pupils</li> <li>4. Governors understand which interventions are most cost effective and use this information when making future spending decisions.</li> </ol>
	Ensure that individual PP and non-PP progress measures are tracked and monitored in detail every 6 weeks for all classes in every year group.	October 2015 and on-going	Chair and PP Governor	

	Meet with the SLT and PP budget holders to review the impact of spending on pupil outcomes.	October 2015 and on-going	Chair and PP Governor	
4. Develop understanding of the quality and consistency of teaching across the school, and monitor the impact of support and training undertaken by staff.	Engage in more rigorous monitoring of anonymised data to understand the quality of teaching in different year groups.	October 2015 and on-going	All governors	<ol style="list-style-type: none"> <li>1. Governors have a clear understanding of the quality of teaching in different year groups and across time.</li> <li>2. Governors understand and monitor the impact of interventions, support and training undertaken by staff.</li> <li>3. Governors have a clear understanding of how performance management targets link to pupil progress, and that progression is linked to measurable outcomes.</li> </ol>
	Ensure that the quality of individual teachers' performance is measured across time to identify inconsistencies or persistent issues for development.	On-going	All governors	
	Monitor the impact of all support and training undertaken by staff.	On-going	All governors	
	Ensure that links between pupil performance and teacher's pay are robust.	On-going	All governors	

Agreed date for Progress and Impact Review		
Action plan agreed and ratified by the governing body	Signed by reviewer:	Signed by chair of governors:
	Date:	Date: