

Governor Action Plan 2025-2026

KEY ACTION 2025- 2026		
Target 1: Leaders ensure that the school environment promotes health, wellbeing and learning		
Objectives	Action	Success Criteria
<p>Ensure that governors are well trained and their skills developed</p> <p>Ensure that governors are familiar with the Governors Handbook</p> <p>Ensure that governors have the skills to understand and scrutinise quality assurance information and data</p> <p>Ensure that policies and procedures are followed</p> <p>Ensure that governors are aware of their role in respect of:</p> <ul style="list-style-type: none"> • value for money • compliance 	<p>Make general school visits to note that:</p> <ul style="list-style-type: none"> • The premises are clean, tidy, safe and fit for purpose • Resources and equipment are well organised and cared for • Displays promote the school, are informative, celebrate pupil outcomes and are in good condition • Signage is clear, inclusive and in good condition • People manage themselves and pupils appropriately in the space <p>Report on school meals using the document - DfE School Food: Guidance for Governors</p> <ul style="list-style-type: none"> • Become familiar with the DfE guidance and log on to the DfE training about School Food • Join pupils and staff at school meals and: <ul style="list-style-type: none"> ○ speak to them about their food and dining experience ○ have a personal view about the quality and quantity of the food ○ speak to caterers about food, nutrition and how it improves 	<p>Activities have been carried out in accordance with policies and regulations</p> <p>The quality of any professional advice sought has been good and followed accordingly</p> <p>Governors have exercised reasonable care, skill and diligence and ensured that they are well-informed about the school's affairs</p> <p>Governors have acted as a critical friend of the head teacher by providing support, advice and challenge</p> <p>Governors have worked with the school to plan improvements and develop policies and keep these under review</p> <p>In partnership with the head teacher and staff, governors have exercised their responsibilities and powers appropriately</p> <p>Governors have challenged and monitored the performance of the school</p>

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	<p>child health and about how they meet food standards</p> <ul style="list-style-type: none">• At a FGB meeting or by making monitoring visits, speak to the HT and her representatives about:<ul style="list-style-type: none">○ school meal take-up and promotion○ training and social aspects of school lunchtimes○ how community members help with cooking and gardening and who is invited to lunch throughout the year○ national initiatives that the school is engage with○ how healthy eating is embedded into the curriculum○ the training staff have on health and wellbeing• Speak to relevant staff about plans for individual pupil meal and feeding needs• Speak to relevant staff about the use of farm produce and cookery lessons• At Finance committee, review school meal finances to assess value for money• Write a report on school food and use it to review the Whole School Food Policy, particularly in respect of how school food should be incorporated into governor meetings	
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Target 2: Governors build a sustainable board		
Objectives	Action	Success Criteria
<ul style="list-style-type: none"> • Ensure that governors focus on the strategic direction of the school • Ensure that governors are well trained and their skills developed • Ensure that governors are familiar with the Governors Handbook • Ensure that governors have the skills to understand and scrutinise quality assurance information and data • Ensure that governors have the skills and knowledge required to support the head teacher in setting and monitoring the school budget • Ensure that governors are aware of their role in respect of: <ul style="list-style-type: none"> • regularity • propriety • value for money • compliance • risk management 	<p>Make strategic appointments to the board by:</p> <ol style="list-style-type: none"> 1. using the knowledge gained about the medium and long term intentions and ambitions of all board members and ensuring that any new appointments focus on <ul style="list-style-type: none"> • the skills and attitudes required • an ambition to achieve diversity • the need for effective succession planning 2. using the information on the Diversity Indicators Forms and the NGA skills audit to identify gaps in skills, experience and diversity <p>Continue to attend relevant NGA online training modules and briefings by staff.</p> <p>Use effectively, the table of responsibilities and monitoring created for governor and report back to FGB (see below on its revision)</p> <p>Have a key focus on reviewing and improving governor workload and efficiency.</p> <ul style="list-style-type: none"> • CofG and HT meet to prepare a revised schedule of activities and feedback systems 	<ul style="list-style-type: none"> • Governors have evaluated their skills and experience and acted to fill any identified gaps so that the organisation is well run and efficient • Governors have exercised reasonable care, skill and diligence and ensured that they are well-informed about the school's affairs • Governors have acted as a critical friend of the head teacher by providing support, advice and challenge • Governors have worked with the school to plan improvements and develop policies and keep these under review • In partnership with the head teacher and staff, governors have exercised their responsibilities and powers appropriately • Governors have challenged and monitored the performance of the school • Governors have set high standards by planning for the future and setting targets for improvement

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<ul style="list-style-type: none"> • Ensure that money is spent to further the educational objectives of the school and in line with the school improvement plan • Ensure that governors are aware of the relevant financial procedures that schools must follow 	<ul style="list-style-type: none"> • FGB review and amend the schedule and feedback systems • Clerk leads on the delivery of the work schedule • FGB conducts an end of year review of the work schedule • Clerk uses the desk-top Governance Review to make improvements 	<ul style="list-style-type: none"> • Public funds have been managed with prudence and care and with a focus on the advancement of the education of the pupils • Spending has complied with regulations • Activities have not put the reputation or assets of the organisation at risk • Governors have acted within the scope of their authority • Governors have avoided conflicts of interest
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Evaluation: *February 25*

Target 1: Leaders ensure that the school environment promotes health, wellbeing and learning

The items from the improvement plan below have been completed:

- Become familiar with the DfE guidance and log on to the DfE training about School Food - completed
- Join pupils and staff at school meals and:
 - speak to them about their food and dining experience
 - have a personal view about the quality and quantity of the food
 - the training staff have on health and wellbeing
- Speak to relevant staff about plans for individual pupil meal and feeding needs

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Target 2: Governors build a sustainable board

The items from the improvement plan below have been completed

- Using the information on the Diversity Indicators Forms and the NGA skills audit to identify gaps in skills, experience and diversity
- **Continue to attend relevant NGA online training modules and briefings by staff.**
- **Use effectively, the table of responsibilities and monitoring created for governor and report back to FGB (see below on its revision)**
- **Have a key focus on reviewing and improving governor workload and efficiency.**
 - CofG and HT meet to prepare a revised schedule of activities and feedback systems
 - FGB review and amend the schedule and feedback systems
 - Clerk leads on the delivery of the work schedule
 - Clerk uses the desk-top Governance Review to make improvements

Evaluation: *July 2026*

Target 1: Leaders ensure that the school environment promotes health, wellbeing and learning

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Target 2: Governors build a sustainable board

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