



Betley and St Luke's CE Primary Schools Great Oak CE Learning Federation

Governor Action Plan
September 2025-2026



Leadership & Governors at **Great Oak CE Learning Federation** have created a culture that enables pupils and staff to excel. They are committed unwaveringly to setting high expectations. Relationships between staff and pupils are exemplary.

Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged. The school's actions have secured substantial improvement in progress for disadvantaged pupils. Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including Pupil premium, Sports Grant and SEND funding secures excellent outcomes for all.

Leaders and Governors have a deep and accurate understanding of the school's effectiveness informed by pupils, parents and staff. Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.

The broad and balanced creative curriculum inspires pupils to learn. Pupil's Spiritual, Moral, Social and Cultural development and within this, the promotion of British Fundamental Values, are at the heart of the school's work.

Leaders promote equality of opportunity and diversity exceptionally well. Safeguarding is effective and a culture of vigilance is actively promoted. Leaders' work to protect pupils from radicalisation and extremism.

Target	Actions	Lead Person	Impact	Evaluation	RAG
Key Priority One Outcome for Pupils					
<p>Leaders and Governors to interrogate data presented and challenge accordingly expecting rigorous & accurate school self-evaluation which leads to continual improvement.</p>	<p>Governors to receive Data Analysis and progress updates at the end of each term.</p>	<p>Governors – Headteacher & SLT Staff</p>	<p>Governors to understand the trends across the school and challenge resourcing, procedures and policies accordingly.</p> <p>Governors to understand the data in terms of the progress of our most vulnerable cohorts, disadvantaged, gender differences and age differences in line with national expectations, county and statistical neighbours.</p> <p>Governors to understand the progress of all vulnerable cohorts, including Pupil Premium and SEN children. Governors to regularly receive progress data and reports from SENCO.</p>		
<p>Leaders and Key Governors champion the rights and needs of our disadvantaged children by challenging provision, quality of teaching and understanding of these children’s needs</p>	<p>Governors to meet with groups of children across the school at least twice a year and ask them for their views on school life and learning.</p> <p>A Governor Representative to Attend School Council Meetings</p> <p>Governor Monitoring Visit to include a focus on Sport Provision and Enrichment Activities</p>	<p>PSHE Governor to attend School council meetings</p> <p>Governors linked to SIP English and Maths</p>	<p>Governors to have a clear view of pupil voice at and how they play an intrinsic part in school life and support the school in its continual drive for school improvement.</p> <p>Governors to know that the school provides an excellent sport curriculum/programme for all children and that it is ‘value for money’.</p> <p>Governors to know that the school’s excellent enrichment programme enhances and supports the positive attitude towards teaching and learning and impacts on well-being, health and happiness.</p>		

			<p>Analysis of Curriculum Coverage to support Governors understanding of a balanced and broad curriculum.</p> <p>Governors to attend School Council Meetings to understand the impact of the children's role in this vital pupil voice alongside eliciting their views of their school, their teaching and learning experiences and the enriched curriculum activities</p>		
Key Priority Two Quality of Teaching & Learning					
<p>Governors & Leaders to monitor the effectiveness of actions that leaders take to secure and sustain improvements to teaching, learning and assessment.</p>	<p>Leaders to attend Governor Meetings and share action plans, resources, impact on progress and improvements made in their areas.</p> <p>Monitoring visits to facilitate opportunities to meet with leaders to share progress and updates.</p>	<p>Governors Headteacher & SLT Staff</p>	<p>Governors to be kept up to date with areas for development, progress in these areas and the impact upon children's attainment and progress.</p> <p>Leaders to be held to account in championing and driving their subjects and areas forward. Leaders to attend Curriculum Governors meeting to review action plan targets, impact and progress.</p> <p>All staff members to present to Governors during the course of the year regarding their subject area and their impact upon leading in this area.</p>		
<p>To ensure that the school's curriculum promotes and sustains a thirst for knowledge and understanding and a love of learning.</p>	<p>Governors to meet with groups of children across the school every year and ask them for their views on school life and learning.</p>	<p>Governors Headteacher & SLT Staff Part of link governor role in the Spring Term</p>	<p>Governors to have a clear view of pupil voice and how they play an intrinsic part in school life and support the school in its continual drive for school improvement.</p>		

<p>It covers a wide range of subjects and provides opportunities for academic, technical, artistic, creative and sporting excellence.</p>			<p>Governors to know that the school's excellent enrichment programme enhances and supports the positive attitude towards teaching and learning and impacts on well-being, health and happiness.</p> <p>Analysis of Curriculum Coverage to support Governors understanding of a balanced and broad curriculum.</p>		
<p>Key Priority Three Effectiveness of Leadership, Management & Governance</p>					
<p>Governors to hold leaders to account for all aspects of school's performance.</p>	<p>Governors to provide rigour and challenge to all decisions made, policies devised and areas of development through questioning and debating during Governor meetings and monitoring visits</p>	<p>Throughout the year at meetings and monitoring visits.</p>	<p>Governors to lead in and support school improvement and challenge decisions made and how they will impact upon the school and its continual drive for excellence.</p> <p>This to be evident through Governor Meeting Minutes where challenge has been initiated and responses/actions given.</p>		
<p>Key Priority Four Personal development, Behaviour & Welfare</p>					
<p>Leaders and Governors to do all that they can to promote and advocate high levels of attendance for all children.</p>	<p>Governors to attend assemblies</p> <p>Governors to meet with children to discuss key issues surrounding SMSC issues.</p>	<p>Governors to attend at least one assembly during the year.</p> <p>Special assembly invites to all Governors.</p>	<p>Governors to be confident that the school are doing an exemplar job in promoting the well-being of all pupils and that there are a plethora of opportunities to celebrate and learn about the different social & cultural aspects of the world, alongside teaching the children to be great community members making positive decisions and choices in life</p>		

Key Priority Five Upskilling Governors and finance					
<p>To ensure school governors have the knowledge and skills to understand school finances, critically assess financial information, and effectively challenge school leaders to ensure responsible financial management and improved outcomes for all children</p>	<p>Conduct a skills audit to evaluate governors' current financial knowledge and identify gaps.</p> <p>Organise finance training sessions for governors, tailored to their roles and responsibilities. Topics should include:</p> <ul style="list-style-type: none"> • Understanding school budgets, funding streams, and resource allocation. • Interpreting financial reports and balance sheets. • Financial risk management. • Legal responsibilities regarding finance. • Effective financial questioning techniques. <p>Review the school's budget regularly to</p>	<p>Finance Committee</p>	<p>A clear understanding of the financial expertise within the governing body and areas that need development.</p> <p>Governors are equipped with the necessary knowledge to critically assess financial matters</p> <p>Greater transparency and accountability, with governors able to identify areas where the school is over or under-spending compared to similar schools</p> <p>Ensure governors receive ongoing CPD related to school finance, including changes in funding policies, new financial tools, and evolving financial regulations.</p>		

	<p>ensure financial resources align with strategic priorities. Use benchmarking against similar schools to assess efficiency. Ensure that governors actively participate in financial discussions with senior leadership and are encouraged to ask challenging questions regarding financial decisions. Ensure that financial planning includes a focus on long-term sustainability, not just annual budgets. This should include multi-year projections and risk assessments.</p>				
<p>To develop and implement a strategic approach for reducing the school's environmental impact, embedding sustainability</p>	<p>Conduct an environmental audit of the school's current carbon footprint, energy usage, waste management, and sustainability practices.</p>	<p>Sustainability Leads</p>	<p>A clear baseline of the school's environmental impact, identifying key areas for improvement (e.g., energy efficiency, waste reduction, water usage)</p> <p>Establish a dedicated Climate and Sustainability Committee, including governors, school leaders, teachers, students, and community</p>		

across the curriculum, and ensuring the school actively contributes to the fight against climate change.			representatives. The committee will oversee the development and execution of the school's climate strategy.		
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