Ranelagh Primary School: Governor Action Plan 2026-2027

RANELAGH PRIMARY SCHOOL – GOVERNORS ACTION PLAN 2026–2027

VISION

To ensure every child thrives academically, socially, and emotionally by accessing consistently high-quality teaching, an ambitious curriculum, and a culture of care, respect, and inclusion.

VALUES

- **Excellence** – We believe every child can achieve exceptional outcomes through high expectations and teaching.
- **Inclusion** – We are a school where all learners, regardless of background, can succeed.
- **Aspiration** – We nurture curiosity, ambition and resilience in every pupil.
- **Collaboration** – We work in partnership with families, staff, and the wider community.
- **Integrity** – We lead with transparency, fairness, and accountability.

GOVERNANCE PRINCIPLES (2026–2027)

The Governing Body will operate in line with:

- The Ofsted Education Inspection Framework (Quality of Education focus)
- The Department for Education Governance Handbook
- National Governance Association best practice guidance
- Evidence-informed improvement approaches (EEF implementation cycle)

Governors will:

- Provide strategic direction (not operational management)
- Insist on measurable impact evidence
- Challenge underperformance robustly and constructively
- Monitor implementation fidelity, not just intent
- Link resource allocation directly to pupil outcomes

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STRATEGIC PRIORITIES 2026–2027

1. **Improve the Quality and Consistency of Teaching and Learning**

Objective: Teaching is consistently close to the expected standard as defined by the Ofsted Quality of Education framework.

2. **Leaders Use Evidence Effectively to Evaluate Impact and Drive Change**

Objective: Leaders demonstrate disciplined, data-informed decision-making.

3. **Governors Provide Robust Challenge and Support**

Objective: Governance is evaluative, not passive.

ACTION PLAN: Sustainable Improvement in Teaching, Learning & Pupil Outcomes

Priority 1 - Improve the Quality and Consistency of Teaching & Learning

Action Area	Governor Actions	Monitoring Frequency	Evidence Required	Success Criteria / Impact
Teaching Quality	Scrutinise half-termly attainment and progress data	Termly Monitoring & SEP Monitoring	Attainmnet and progress data from SLT	RRM combined % and % progress achieved across all school
Curriculum Implementation	Conduct structured subject deep dives (min. 3 per year)	Termly Monitoring & SEP Monitoring	Subject leader reports; pupil voice; work scrutiny	Improved consistency and sequencing across subjects
CPD Impact	Challenge leaders on link between CPD and classroom improvement	Termly Monitoring & SEP Monitoring	CPD plan; staff feedback; before/after impact evidence	Demonstrable improvement in teaching practice
Underperformance	Ensure clear support plans for weaker teaching	Termly Monitoring & SEP Monitoring	Coaching logs; review records; timescales	Rapid improvement or capability action where needed
Inclusion (SEND/EAL)	Monitor adaptive teaching and	Termly Monitoring &	SEND reports; classroom evidence	Improved progress for

	reasonable adjustments	SEP Monitoring		SEND and EAL pupils

Priority 2 - Leaders Use Evidence Effectively to Drive Change

Action Area	Governor Actions	Monitoring Frequency	Evidence Required	Success Criteria / Impact
Data Dashboard	Scrutinise termly attainment & progress dashboard	Termly	RWM data; national comparisons; gap analysis	RWM target %
Intervention Impact	Challenge cost vs impact of interventions	Termly	Intervention evaluation reports	Low-impact interventions discontinued
Attendance	Monitor attendance and persistent absence	Termly	Attendance breakdown; group analysis	Be at the national average
Behaviour Trends	Scrutinise behaviour patterns and exclusions	Termly	Behaviour logs; trend analysis	Reduction in repeat incidents

Prioirty 3 - Governors Provide Robust Challenge and Support

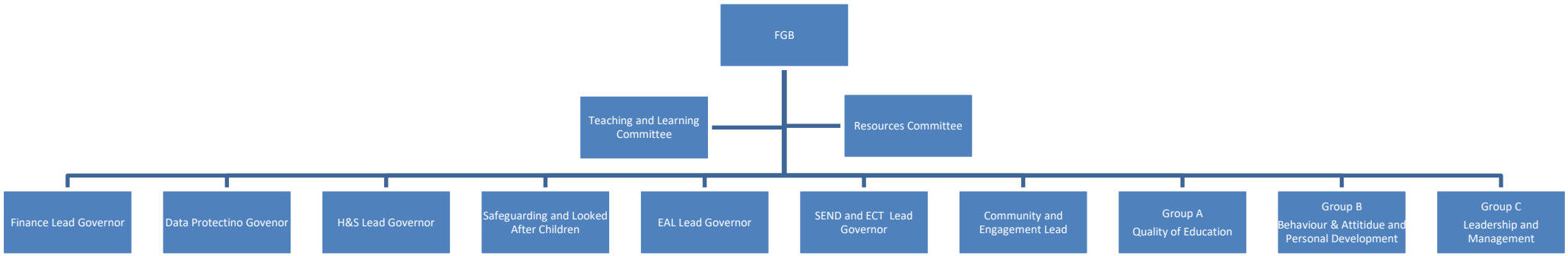
Action Area	Governor Actions	Monitoring Frequency	Evidence Required	Success Criteria / Impact
Challenge Protocol	Record challenge and responses formally in minutes	Every meeting	Governing body minutes	Clear evidence of strategic challenge
Headteacher Performance	Align objectives to measurable school improvement targets	Annual + mid-year review	HT appraisal documentation	Outcomes improve in line with targets
Resource Alignment	Ensure budget linked to improvement priorities	Termly	Budget monitoring; SDP cost mapping	Spending demonstrably linked to impact
Governance Self-Evaluation	Conduct annual governance impact review	Annual	Governance self-review; skills audit	Stronger governance effectiveness year-on-year

Govnor Monitoring	Carry out monitoring, formal and recorded in accordance with the schedule in this govneor action plan.	As scheduled	Monitoring reports completed within 5 days and uploaded to GH	Action raisied and closed out.

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Ranelagh Governing Body Structure and Roles

Role	Governor	Role	Governor
Chair of Governors	Gary Morgan	ECT Lead Governor	Eileen Allpress
Vice Chair of Governors	Lucy Matthews	SEND Lead Governor	Eileen Allpress
Finance Lead Governor	David Plowman	Group A Quality of Education	Eileen Allpress, Liz Wood
H&S Lead Governor	Gary Morgan	Group B Behaviour & Attitude and Personal Development	Heidi Austin, Lucy Matthews
Safeguarding and Looked after Children Lead Governor	Heidi Austin	Group C Leadership and Management	Gary Morgan, David Plowman
EAL Lead Governor	Liz Wood	Data Protection Lead Governor	Lucy Matthews
Community and Engagement Lead Governor	Liz Wood & Jack Sunderland	LA Governor	Vacant



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Committee Membership

Head Teacher Performance Committee	Resources & Pay Committee	Teaching and Learning Committee
Chair – Lucy Matthews Membership David Plowman Heidi Austin	Chair David Plowman Membership Lucy Matthews Liz Wood Olga Hopper Gary Morgan	Chair Eileen Allpress Membership Liz Wood Jackie Sunderland Olga Hopper Heidi Austin

Monitoring Schedule

September 2026 Academic Year

Area of School/ SDP/ Monitoring	**Governor or Group**	**When**
Finance and Budget Monitoring	David Plowman	Termly
Health and Safety & Premises	Gary Morgan	Termly
Safeguarding	Heidi Austin	Termly
Community and Engagement with Stakeholders	Liz Wood	Termly
SEND and EAL	Eileen Allpress	Termly
Quality of Education	Group A	Termly
Behaviour & Attitude and Personal Development	Group B	Termly
Leadership and Management	Group C	Termly
Data Protection	Lucy Matthews	Annual
School Improvement Review & AEP Monitoring	FGB	Termly
Attendance	Jackie Sutherland and Liz Wood	Termly

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Group A monitoring dates – 4th November 0930 -1300 / 23rd Feb 0930 – 1300/ 11th June 0930 – 1300

Group B monitoring Dates – 2nd Oct 0930 – 1300/ 29th January 0930 – 1300/ 14th May 0930 – 1300

Group C monitoring dates – 17th November 0930 – 1300 / 19th March 0930 - 1300 / 3rd July 0930 – 1300

Meeting Dates

FGB – September 26/ January 27/ July 26 – Dates TBC by OH

Resources Committee – 19th Oct/ 15th March/ 17th May

T&L Committee – 9th November/ 1st March 27/ 21st June

Headteacher performance Review – TBC

Annex A - Governor Data Dashboard Template

Reporting Term: _____

1. Attainment & Progress

Reading: ____% (National: ____%)

Writing: ____% (National: ____%)

Maths: ____% (National: ____%)

RWM Combined: ____% (Gap vs National: ____%)

2. Vulnerable Group Gaps

PP Gap (RWM): ____%

SEND Progress Measure: _____

EAL Progress Indicator: _____

3. Teaching Quality Profile

Secure or Better: ____%

Requires Improvement: ____%

Inadequate: ____%

4. Attendance & Behaviour

Overall Attendance: ____% (National: ____%)

Persistent Absence: ____%

Behaviour Incidents (Trend): _____

5. Intervention Impact

Intervention Name | Cost | Impact Measure | Continue? (Y/N)