

Durley CE Primary School
School Improvement Plan 2021-2024 – Long Term Priorities

Vision and Values

We show **love** for one another, **respect** each others differences and **forgiveness** towards others and ourselves.

We are a Church of England Primary school deeply committed to our children, parents and the village community we serve. Our Christian values of **love, respect and forgiveness** are rooted at the heart of everything we do, and contribute to the well-being and spiritual development of the school community. This is evident in all our relationships and work throughout the school where all are welcomed equally irrespective of their own personal beliefs.

We want our children to discover a love of learning within an inclusive environment where everyone aspires to achieve the highest standards. Our Christian values underpin our curriculum and we embrace our children’s spiritual, moral, social and cultural development encouraging our children to make positive and informed choices.

Priority 1 Quality of Education	Priority 2 Behaviour and Attitudes	Priority 3 Personal Development	Priority 4 Leadership and Management
Set out a curriculum which provides a wide range of opportunities for pupils to acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social, physical and artistic learning.	For pupils to consistently have highly positive attitudes and commitment to their education. To be highly motivated, resilient and make a positive contribution to the life of the school and/or the wider community. They actively support the well-being of other pupils	Develop pupils’ confidence, resilience and knowledge so that they can keep themselves mentally healthy. Promote an inclusive environment that meets the needs of all pupils.	School leaders are aware of the strengths and weaknesses across the school and have appropriate systems in place to ensure areas of strength continue and improve any areas of weakness.

Durley CE Primary School
School Improvement Plan 2023 – Short Term Priorities

Priority 1 Quality of Education	Priority 2 Behaviour and Attitudes	Priority 3 Personal Development	Priority 4 Leadership and Management
<p>1.1 English National Studies and school data show that children’s absence from school and interruption to learning since March 2020, has had a negative impact on children’s writing. It is the school’s intention to raise standards in children’s writing across the school both in terms of children’s creativity and technical ability. Give all children a solid base in learning synthetic phonics upon which to build as they progress through the school.</p> <p>1.2 Improve pupil’s maths fluency and speed of recall across the school. Improve reading and understanding of maths vocabulary, particularly for lower ability readers to support problem solving.</p> <p>1.3 Computing Monitor and update school’s teaching of computing units to ensure the schemes of work and progression are matched to Chromebook hardware/software across the school. Facilitate change in software/programs used to ensure they are current, varied and challenging for all pupils.</p>	<p>2.1 All pupils to feel they are able to participate, contribute and have influence within Durley School through the further development of Pupil Voice.</p> <p>2.2 Embed the school’s core learning and Christian Vision and Values alongside the review of Living Difference 1V and revision of the RE curriculum.</p>	<p>3.1 Monitor the implementation of the framework for PSHE and SRE across the school.</p> <p>3.2 Develop a pupil wellbeing curriculum. Pupils to have access to high quality wellbeing support, PSHE and outdoor learning to support their health and wellbeing.</p>	<p>4.1 To ensure that staff workload is manageable and that staff wellbeing is made a priority</p> <p>4.2 Track pupil progress particularly where there has been support and interventions in place to enable pupils to make more rapid progress. Analysis of whole school data to reflect on the accuracy of teacher assessment.</p> <p>4.3 Continue to ensure governors are holding school leaders to account with a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.</p>

Priority 1: Quality of Education

Background Information (Why?)
<p>Following the revised Ofsted framework of September 2019 and 2023, the school has continued to review and revise the curriculum to ensure it is ambitious and meets the needs of all learners as recommended by the three 'i's'.</p> <p>Intention: Ensure the subject curriculum matches and exceeds the breadth of the National Curriculum.</p> <p>Implementation: The subject curriculum is planned and sequenced so new knowledge and skills build on what has previously been taught. Prior learning supports subsequent learning.</p> <p>Impact: Children have acquired key knowledge within their long term memory.</p>

INTENT				
<p>1.1 National Studies and school data show that children's absence from school and interruption to learning since March 2020, has had a negative impact on children's writing. It is the school's intention to raise standards in children's writing across the school both in terms of children's creativity and technical ability.</p> <p>Give all children a solid base in learning synthetic phonics upon which to build as they progress through the school.</p>				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> Assess current pupil independence and stamina for writing across all year groups through classroom observation. Identify existing strategies for independent self-checking (editing) and proof-reading of writing across all year groups. Termly writing moderation across the school to review progress and identify targets for improvement. Writing moderation with schools in the Wyvern Cluster. 	<p>PM</p> <p>PM</p> <p>All Staff</p>	<p>English Manager monitoring</p> <p>Pupil Interviews. Observations.</p> <p>Staff meeting with all teachers from cluster schools and internal monitoring</p>	<p>Class monitoring and work sampling show a range of pupil self-editing particularly from pupils at ARE+</p> <p>All classes having greater focus on pupil self-editing and proof reading.</p> <p>Writing moderation with Wyvern cluster impactful staff training from HIAS English team and working with staff from other schools.</p>

	<ul style="list-style-type: none"> Staff training and moderation of Greater Depth writers. Update English Long Term Plan for reading across the school including all text drivers to be used. Observation of teaching phonics and check pupils have close match of text to phase of phonics. 		<p>PM</p> <p>Staff Meeting and use of Literacy Shed as text drivers.</p> <p>New resources in use.</p>	<p>Staff meeting working through exemplars of Greater Depth and ARE writing.</p> <p>Long Term planning for Text drivers and guided reading updated for this year's cycle across KS1 and KS2. To be uploaded onto school website.</p> <p>Classroom observation of phonics and English manager checks on pupil's reading material sho close match of text to phonics phase.</p>
Summer 2023	<ul style="list-style-type: none"> Termly writing moderation across the school to review progress and identify targets for improvement. Review subscription of Literacy Shed. Additional support put in place for potential moderated Year groups (2/6) LLP Review focus on deep dive into phonics and Greater depth writing 	<p>PM</p> <p>PM</p> <p>All Staff</p> <p>PM/KB/LLP</p>	<p>Staff meeting.</p> <p>Pupil conferences and workshops to support evidence gathering for potential moderation.</p>	
Autumn 2023	<ul style="list-style-type: none"> Continued Staff Training with Little Wandle. 	<p>All Staff</p> <p>English lead</p>	<p>Training report evaluation from Little Wandle quiz modules. Resources to be printed and distributed across KS1.Observations and feedback from Phonics sessions with Class Teachers and support staff.</p>	

	<ul style="list-style-type: none"> • Termly writing moderation across the school and across the Wyvern cluster to review progress and identify targets for improvement. • Phonics/Reading meeting arranged for new parents 	English lead	Target identified for year groups and groups of pupils in each class.	
	<ul style="list-style-type: none"> • Support for new English lead in the school. 	DC New English lead	Training in place	

INTENT				
1.2 Maths Improve pupil's maths fluency and speed of recall across the school. Improve reading and understanding of maths vocabulary, particularly for lower ability readers to support problem solving.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> • Focus on speed of recall of calculation facts e.g. number bonds, multiplication by 10, 100, 1000 times tables etc. Introduce new maths diaries across KS2, and analyse their success. • Identify the children who are in most need of catch up in maths across the school and 	JM JM	KS2 meeting to discuss maths diaries and weekly checks on pupils completing them. Rewards for completion. Teachers asked to identify the children who have the biggest gaps in their learning and put	Pupils completing daily speed checks for multiplication facts – e.g flashback 4. Maths diaries in place and results of tests greatly improved for pupils completing diaries. TTRS competition very successful. Analysis of NFER tests show gaps which are yet to be taught for pupils across all class

	<p>ensure they are supported by a maths intervention program to close the gaps in their learning and understanding. Analysis of SEND interventions and catch-up programmes to identify pupil progress</p> <ul style="list-style-type: none"> • Analysis of NFER tests (Year 2-5) comparing to previous year, identifying if they are on track to meet their July 2023 prediction. Identify particular aspects of maths that groups of children are struggling with. • Maths work sampling, class observations and moderation in staff meetings • Organise summer term maths week 	<p>JM & KB</p> <p>JM all staff</p> <p>JM</p>	<p>interventions in place. Book moderation during staff meeting to identify next steps for these children.</p> <p>KB and JB - Class observations. Work sampling in staff meeting.</p>	<p>Classroom observations across the school identified good practice and areas for improvement. Feedback to staff to be reported to curriculum meeting in summer term.</p> <p>Maths week organised – maths manager needs additional management time.</p>
<p>Summer 2023</p>	<ul style="list-style-type: none"> • Continued monitoring of progress of children who are receiving maths interventions. Are the intervention programs effective? • Monitor the effectiveness of maths diaries and homework. How many children across the school are completing it/them? What kind of homework is being set and are the pupils who are completing it making increased progress compared to pupils not completing it. • Review the effectiveness and outcomes of maths week for pupils, parents and staff. Has 	<p>JM</p> <p>KS2 staff</p> <p>JM</p> <p>Staff mtg</p>	<p>Staff Meetings towards the end of term to discuss this year’s learning with the following teacher in order to identify gaps and starting points.</p> <p>Review in staff meeting</p>	

	<p>it led to an increased enthusiasm for maths across the school?</p> <ul style="list-style-type: none"> Review the use of White Rose Maths and long term planning for new academic year—are we all happy with it? Are we effectively using additional recommended resources we have subscribed to e.g. classroom secrets, target your maths, I see reasoning, I see problem solving. Maths work sampling, class observations and moderating. 	<p>Class teachers & JM</p> <p>JM /KB</p>		
Autumn 2023	<ul style="list-style-type: none"> Maths work sampling, class observations and moderating. NFER maths assessment at the end of the Autumn Term to track pupil progress and gaps in learning. 	<p>Class teachers & JM</p> <p>JM/KB</p>	All children to be assessed regularly and interventions implemented.	

INTENT				
<p>1.3 Computing Monitor and update school’s teaching of computing units to ensure the schemes of work and progression are matched to Chromebook hardware/software across the school. Facilitate change in software/programs used to ensure they are current, varied and challenging for all pupils.</p>				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT

Spring 2023	<ul style="list-style-type: none"> Monitor the effectiveness of new Switched on Computing Units. Are they too easy/difficult? Do we need additional staff training and purchase of resources? Investigate programs and Apps available for Chromebooks to match computing units taught in second cycle. 	<p>JD</p> <p>All Staff JD</p>	<p>Investigate/Purchase resources for each topic as necessary to support the Computing schemes of work devised for KS1 & KS2 and review of LTP.</p> <p>Spend time sharing Apps which can be used in classes to create exciting learning opportunities. Staff training on specific skills needed including support staff.</p>	<p>Termly staff training prior to delivery very successful.</p> <p>JD to continue to update software in line with Chromebook compatibility.</p> <p>Further staff training on Apps to be planned and delivered.</p>
Summer 2023	<ul style="list-style-type: none"> Confirm programs and software to be used in next year's cycle and update LTP with units. Facilitate the training of Digital Leaders in both Key Stages. Update hardware list and requirements where needed. 	<p>All staff JD</p> <p>JD</p> <p>Harrap KB JD</p>	<p>Review current hardware and software resources for whole school development. Staff training on specific skills needed including support staff.</p> <p>Pupil training and feedback from staff.</p> <p>Update IT hardware to Chrome Books which can be used across the whole school. Monitor booking sheets to assess ongoing usage.</p>	
Autumn 2023	<ul style="list-style-type: none"> Ensure that planned Computing schemes of work provide continuity and progression. Monitor the effectiveness of AFL and assessment opportunities in place for Computing units including evidence of learning. Digital leaders training update. 	<p>JD</p> <p>JD</p> <p>JD</p>	<p>Evaluate impact of updated units for Autumn term. Observations. Pupil/staff interviews.</p> <p>Explore how units are currently assessed and evidenced. Use of The Key 'Deep Dive' materials/speak to local schools.</p> <p>Pupil training and feedback from staff.</p>	

Priority 2: Behaviour and Attitudes

Background Information (Why?)
<p>During periods of absence since March 2020 children have undoubtedly felt disconnected from their school and friendships. Throughout this period over the past couple of years, not all children have had the same opportunities for engaging with learning. Research proves that during times of school lockdown and absence due to isolation, educational inequalities worsen particularly for primary age pupils. Children need to feel part of the whole school team and that education and the school ethos, vision and values are important to their lives.</p> <p>School attendance has not returned to the high pre-covid levels with persistent absence (below 90% attendance) at 15% due to medical and holiday absence. This has made friendships, team work and continuity in learning particularly difficult for children and teachers.</p>

INTENT				
2.1. All pupils to feel they are able to participate, contribute and have influence within Durley School through the further development of Pupil Voice				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> KS2 Pupils set up their own projects for charitable giving as LENT projects. Pupils understand the importance in their lives of service and care for others not known to themselves through charity work. School Council meet regularly, reporting to classes and feeling as if their views are taken into account. 	All PM	Election of SC Minutes of SC meetings	Very successful work on volunteering and pupil service. Charitable giving to Turkey/Syria earthquake over £1500 School council cake sale and sponsored sport event great success for community involvement.
Summer 2023	<ul style="list-style-type: none"> To review and then develop playtime provision for pupils in the light of the new MUGA School council given time within the school week to report to their class and develop school initiatives. 	All teachers PM	Pupil interviews reflect an improvement in playtime provision Minutes of meetings and	

	<ul style="list-style-type: none"> • School council work towards supporting the school summer Fayre. • Further development of awards policy and Class Dojo throughout the school. • Follow up questionnaire to analyse improvements to playtime provision from the pupil perspective. 	PM All teachers School council	reports from staff/pupils	
Autumn 2023	<ul style="list-style-type: none"> • To further develop play provision in line with findings Spring and Summer 	KB	Pupil interviews reflect an improvement in playtime provision	

INTENT				
2.2 Embed the school's core learning and Christian Vision and Values alongside the review of Living Difference 1V and revision of the RE curriculum.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> • Agree with staff and Governors any changes to core vision and values statements. • Link three school Christian values to bible readings and bible stories. • School focus within worship of schools' Christian values. • Governor observation of whole school worship 	KB KB KB DC	Governor's curriculum meeting Worship areas within classes reflect school's Christian Values Worship planning and observation	Agreed that our core vision and values are still relevant to us. Worship reinforces the three school Christian values with our linked bible stories. To be completed at end of March 2023

	<ul style="list-style-type: none"> Development of reflection areas within the classroom linked to class and whole school worship. 			Staff meeting and purchase of new reflection area resources support worship areas within the class.
Summer 2023	<ul style="list-style-type: none"> Ensure every class displays three core Christian values and all pupils are aware of the linked bible stories. Build up a bank of evidence to show the school is living its Christian values. Review impact of Living Difference 1V and RE curriculum in second cycle. Children given opportunities to lead worship in school. 	All staff DC KB	Worship areas within classes reflect school's Christian Values Monitoring worship	
Autumn 2023	<ul style="list-style-type: none"> Ensure the website reflects the schools' Christian core vision and values. Further staff training from Jane Kelly (Inspector for RE) 	Gov Curric	Gov. Curriculum committee reports back to FGB	

Priority 3: Personal Development

<p>Background Information (Why?)</p> <p>The school promotes equality of opportunities so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique. We wish to promote an inclusive environment, which meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation through the implementation of the PSHE Coram Life program and the everyday work of the school.</p>

<p>INTENT</p> <p>3.1. Monitor the implementation of the framework for PSHE and SRE across the school.</p>

Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> Monitoring PSHE, Relationship and Sex Education Policy and Framework to ensure it is embedded in the school curriculum. SCARF (Coram Life) teaching lessons at KS2 for staff to observe good practice. SCARF session for parents including question and answer session. Leadership monitoring of pupils' acceptance of differences through observation of SCARF teaching sessions on difference and relationships and observation of unstructured times in the school day (e.g. playtime) 	Gov. Curric	<p>Curriculum committee review whole school planning framework, policy.</p> <p>Governors observe SCARF teaching</p> <p>KB / PM</p>	<p>PSHE curriculum delivered successfully across the school.</p> <p>Governors monitored the SCARF lessons in Years 3-6 and fed back to the curriculum committee.</p> <p>Well attended Coram life session for parents (30)</p> <p>Monitoring of playtimes and CPOMS entries show greater discussion and understanding of children's differences. Safeguarding issues following PSHE lessons on CPOMS and actioned.</p>
Summer 2023	<ul style="list-style-type: none"> Continue to Implement PSHE, Relationship and Sex Education Framework and . Information for parents as a reassurance of the age-appropriateness of the teaching to each cohort. 	KB KB	<p>Classroom observations of quality of teaching new framework.</p> <p>Gov interview pupils</p>	
Autumn 2023	<ul style="list-style-type: none"> Review and monitor the effectiveness of the curriculum resources and materials being used for PSHE. 	Staff	Gov curriculum meeting to review classwork.	

INTENT				
3.2 Develop a strong pupil wellbeing and a recovery curriculum. Pupils to have access to high quality wellbeing support, PSHE and outdoor learning to support their health and wellbeing.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> Set up a section on the school website for parental support for children's health and well-being. Continue to ensure use of outside areas within lessons Set up additional after school physical activity for pupils across the school. Encourage all children to take part in at least one competitive sporting opportunity either within school or against another school to encourage higher level activity, resilience and confidence. Support children to understand about risks online and offline through Safer Internet Day and additional teaching through PSHE, computing and day to day discussions. 	<p>All staff</p> <p>KB</p> <p>PE lead</p> <p>PE lead</p> <p>PM</p>	<p>HT and Assistant HT</p> <p>Curriculum planning encourages outdoor learning</p> <p>Planning for use of outdoor learning within the curriculum.</p> <p>Tracking of pupils attending competitive opportunities.</p> <p>Monitoring of the impact of Safer Internet day</p>	<p>To be completed</p> <p>Outside areas being used successfully across the school throughout the day for learning. Clearly set out within the planning.</p> <p>Cricket and gymnastic clubs very successful. New MUGA encouraging more lunchtime physical activity.</p> <p>For FOJS let competitions, all pupils invited to take part. Taking more teams to compete(e.g 23 to Tag-rugby)</p> <p>Safer Internet Day very successfully led by pupils in Year 6.</p>
Summer 2023	<ul style="list-style-type: none"> Set aside additional Teaching Assistant support time as needed as a time to listen to pupils. Review the school mental health and wellbeing policy. 	<p>All support staff</p> <p>All staff and Gov Curric</p>	<p>Monitor outcome of support time –how much? When?</p> <p>Gov. Curriculum mtg</p>	

	<ul style="list-style-type: none"> • Hold a wellbeing and physical health week for whole school as part of walk to school week. • Families to be asked to join us for a grounds day 'The Big Help Out' as part of the King and Queen's Coronation with a 'big lunch' (street party style) on the school playground for parents and children. • Set up a careers day encouraging parents to come into school and talk about their careers in order to give children a sense of purpose, personal direction and enthusiasm for their learning. 	<p>KB</p> <p>All teaching staff</p> <p>All Gov and staff</p> <p>Teaching Staff</p>	<p>Review data on participation</p> <p>Review outcome of children's understanding of the importance of service</p> <p>Governors and staff review the impact of the careers day through pupil interviews.</p>	
<p>Autumn 2023</p>	<ul style="list-style-type: none"> • Encourage a strong up-take from pupils of the additional opportunities on offer across the school, particularly disadvantaged pupils including residential visits. • Re-vitalise the group room used for ELSA support to make it a welcoming space for children following the training and appointment of two new ELSA's. 	<p>All staff</p> <p>New ELSAs</p>	<p>An analysis of pupils taking part in additional opportunities on offer in school.</p>	

Priority 4: Leadership and Management

Background Information (Why?)
<p>The school has worked hard to return to pre-covid levels of attendance and pupil achievement. Leaders are well aware of the long term effects of this on children, parents and staff with issues for staff around workload and wellbeing with pupil 'catch up', and for pupil's that of academic progress and wellbeing due to periods of isolation and home learning.</p> <p>In order to maintain the ongoing high standards within the school, leadership and management need to ensure that staff and pupils are well supported to enable a continuation of the high standards and pupil progress that are central to the work of Durley School.</p>

INTENT				
4.1 To ensure that staff workload is manageable and that staff wellbeing is made a priority.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> Teachers given additional subject management time cover from HLTA's. Additional teaching assistant support in each class. New initiatives undertaken whole staff to support each other. 	Gov KB. KB	KB	<p>Higher quality subject management time and new initiatives (e.g. prayer corners, reading long term planning, maths week and maths diaries)</p> <p>Staff meeting time well used as action meetings (e.g writing and reviewing SEND IPP's)</p>
Summer 2023	<ul style="list-style-type: none"> Encourage staff to use an outside space for breaks away from children – not just the staff room. (e.g. Memorial Garden?) Review marking and feedback policy in use across the school to ensure that it is manageable. Greater use of on the spot feedback marking. Review wellbeing policy and send out staff questionnaire for the before and after analysis. Staff involvement in the policy. 	KB KB/PM	<p>Review marking and feedback</p> <p>Workload to appear more manageable to staff</p>	

Autumn 2023	<ul style="list-style-type: none"> Improved and timely communication within work hours. Appointment of Mental Health Lead 	Govs.	Planning Staff questionnaires show that staff feel valued and have a manageable workload.	
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INTENT				
4.2 Track pupil progress particularly where there has been support and interventions in place to enable pupils to make more rapid progress. Analysis of whole school data to reflect on the accuracy of teacher assessment. Identify groups of pupils who are underachieving with particular attention to those in vulnerable groups, with poor attendance and SEND.				
Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> Greater focus in EYFS on prime areas of learning - addressing gaps in language, early reading and mathematics Governors and Senior Leadership analyse pupil progress from NFER maths and reading tests, Phonics tests and moderation data. Identify gaps in learning across year groups and for groups (SEND, PP, vulnerable groups). Staff meeting to discuss changes to annual report to parents ensuring it gives accurate supportive information to parents on their child's progress. 	KB EYFS Governor Gov Curriculum KB/PM All teachers	Class observations and discussion Analyse data from tests across the school (NFER, Phonics etc) and present data to Governors. Staff meeting to review annual report and discuss changes wish to make to the proforma and information for parents	Greater focus on child initiated learning. Governors analysis of school attainment data where necessary. Parents to have termly attendance certificates

	<ul style="list-style-type: none"> Review predictions of end of year assessments. 	All teachers		Pupil progress meetings completed.
Summer 2023	<ul style="list-style-type: none"> Annual report to parents redesigned and ready for use. Complete all National testing and review data. End of KS1 and 2 SAT's, Y4 multiplication tests, Y2 phonics (not passed in June 2022) and Y1 phonics. Monitor progress made with analysis of data in Foundation Subjects. Review transition policy. Ensure excellent transition arrangements and discussions between staff for pupils across the school, for September intake and transition to secondary school. 	<p>KB</p> <p>All teachers Gov. Curric.</p> <p>All teaching staff and SENCO</p>	Data analysis shared at Governor Curriculum committee.	
Autumn 2023	<ul style="list-style-type: none"> Review assessment policy and tracking documentation. 	KB/PM	Interview pupils about transition to new class. Staff meeting to review policy and procedure for assessing and tracking pupil progress.	

INTENT

4.3 Continue to ensure governors are **holding school leaders to account** with a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.

Milestones	IMPLEMENTATION	WHO	MONITORING	IMPACT
Spring 2023	<ul style="list-style-type: none"> • Curriculum Committee to review SEND , Governor Visits and Collective Worship Policies. • Complete Financial audit (SFVS). Benchmarking of budget • School risk assessments to be uploaded to a single shared drive. • Half termly checks of SCR by Safeguarding Governor • Whole Governing Body training for Outstanding Governance. 	<p>Gov Curric Gov Finance</p> <p>Gov Finance</p> <p>Gov Premises</p> <p>Safeguarding Gov.</p> <p>All Govs.</p>	<p>SEND, Pupil Premium, School website and Collective worship</p> <p>Completion of SFVS</p> <p>Premises committee</p> <p>Safeguarding Governor</p> <p>Attendance at training.</p>	<p>All monitoring completed and policies updated.</p> <p>Budget reviewed. Benchmarking discussed and no unusual spends against similar schools. To be completed</p> <p>Completed and any issues noted.</p> <p>Completed with targets set</p>
Summer 2023	<ul style="list-style-type: none"> • LLP audit and review of safeguarding policy and practice across the school. • Curriculum committee undertake termly visits linked to school focus on quality of teaching and learning, analysis of attendance data and internal data drop with particular focus on vulnerable groups (PP, SEND etc) • Finance committee to set new budget to present to FGB by 31 May 2023. Review asset register 	<p>KB/PM safeguarding Governor</p> <p>All Gov. Comm s</p>	<p>LLP audit</p> <p>Report to FGB on committee monitoring through data analysis, pupil interviews, health and safety inspections etc.</p> <p>FGB minutes and discussion and Finance meeting</p>	

	<ul style="list-style-type: none"> Review impact of the work of the Governing Body over the academic year Premises committee to complete termly Health and Safety inspection and complete Premises Maintenance Plan Health and Safety Inspection from Hampshire 	<p>FGB</p> <p>Gov. Premises</p> <p>KB</p>	<p>FGB mtg</p> <p>Health and Safety termly premises inspection.</p> <p>External inspection</p>	
Autumn 2023	<ul style="list-style-type: none"> Whole Governing Body complete safeguarding audit. September 2023 Finance committee to complete budget revision by 30 Nov 2023 Audit of safeguarding and Health and Safety September 2023 All committees to review monitoring plans 	FGB	<p>Safeguarding audit completed, Governors sign Gov. Hub and complete questionnaire as proof. Budget revision sent to county.</p> <p>Monitoring plans in place for Governors committees.</p>	