

Kineton Green Primary School

Governing Board's Strategic Three Year Plan 2016 – 2020

Vision: Kineton Green Primary School is an outstanding school as not only judged by Ofsted but in addition is recognised as such by all the major stakeholders including staff, governors, parents, children and the wider community.

1 Plan development and review

1.1 What and who?

The strategic plan is a high level long-term plan, extending over a period of 3 years from 2016-2019 which has now been extended for a further year into 2020. It sets out the school's vision, values and long-term strategic priorities. It is aimed at the key stakeholders in the school; children and their parents, staff, governors and other stakeholders.

The strategic plan is complemented by the School Development Plan (SDP), a shorter-term operational plan extending over a period of year. The SDP is developed by the staff and governors and sets out in operational terms how the long-term strategy of the school is to be achieved.

1.2 How we developed the plan

This plan was developed by the governing body working group and included input from staff, parents and children, as follows:

- A planning meeting was held on 9th September 2019, in order to extend the plan for the next year 2019-2020, as part of the regular governing body meetings, which focused on the development of strategic priorities. Following this meeting the working party of governors produced a draft copy of the extended plan ready to present at the next governors meeting.
- Members of the Governing Board met with staff to listen to their views and priorities on 10th October 2016.
- The Chair of Governors supported by members of the Governing Board held an open meeting with parents on the 20th November 2019 and encouraged parents to give their views and priorities that would help inform the extended plan.
- Staff and children were asked for their suggestions for inclusion.
- Regular review meetings will take place to update and review the plan.

1.3 Review Monitoring and Evaluating the Plan

The plan will be monitored, evaluated and reviewed annually at the first Governing Body meeting of the new academic year and will be revised accordingly.

2. School Context and Current Position

2.1 School Context

Kinton Green Primary school is a local authority community primary school. The age range is from 3 to 11 years (Nursery to Year 6). It is a one form entry school, with a school roll of 231. The school serves a varied community with a mix of pupils from diverse ethnic and economic groupings. The proportion of pupils who have special educational needs (11.4% with 0.4% with EHCP) and disability is slightly below the national average (14.9% with 3.1% EHCP). The proportion who are eligible for pupil premium funding (16.6%) which is slightly higher than the national average of 13.6%. The proportion of EAL pupils within the school has increased recently (due to more rigorous identification methods) to 28.4% with is above the national average of 21.2% The school has an on-site before and after-school facility (The Beehive Kids Club).

2.2 Kinton Green Primary School - Position Statement – September 2019:

May 2016 the school's overall effectiveness was judged good by OfSTED with the EYFS being judged outstanding. In order to enhance the school's effectiveness to 'outstanding' the report identified the following key areas for development:

Further improve the quality of teaching, learning and assessment by:

- Ensuring that pupils are consistently moved on to more demanding tasks within lessons as soon as they are able
- Providing pupils with more opportunities to use and apply their mathematical skills in other subjects
- Ensuring that pupils understand how they have to respond when their spelling, grammatical and punctuation errors are identified by teachers.
- Improve the quality of leadership and management by ensuring that senior leaders regularly provide governors with detailed information and analysis about the progress of different groups of pupils, so that governors can closely check that improvements are being made and can challenge leaders where appropriate.

Over the last three years the school has made significant improvements with attainment and progress measures at KS1 and KS2 being broadly in line with national. During this time the school has been working alongside the local education authority through regular termly support and challenge meetings.

In recent months there have been significant staff changes with three teachers starting the 2019 academic year being new to the school.

Although the Governing Board is mindful of the ever changing landscape in education the school is now in an even stronger position to build on its recent successes.

3. Values

3.1 At Kineton Green we aim to create a safe, enjoyable and exciting community in which every person is valued and encouraged to explore their potential in an infinitely changing world. Underpinning this are our values of respect, safety, trust, confidence and engagement in learning.

3.2 The school's values are encompassed in the 'Five Bees' statements which are regularly shared with and widely understood by the children. These are as follows:

- Be safe and healthy
- Be confident
- Be trustworthy and honest
- Be a lifelong learner
- Be respectful

4. Core Aims

4.1 The Quality of Education

Intent – curriculum intent (national curriculum, knowledge and skills), curriculum flexibility and cultural capital.

Implementation – teacher subject knowledge, developing understanding and assessment.

Impact – well constructed, well taught curriculum – what the pupils have learnt, national assessments, groups acquire knowledge and cultural capital and read age appropriately and fluently.

- Developing a broad and balanced curriculum that inspires pupils to learn - To enrich the children's experiences and provide purposeful learning through a progressive, broad and balanced curriculum. To increase all pupils' knowledge base and application of skills in order to support overall attainment and progress.
- Embedding high standards of attainment in reading, writing and mathematics for all groups of pupils in all phases of the school
- Ensuring that progress rates for all groups of pupils in reading, writing and mathematics are consistently above or well above national expectations
- Ensuring that the quality of teaching is routinely good with significant areas of outstanding teaching in evidence across the school.
- Ensuring that the school's physical and learning environments offer the highest standards of learning opportunities for our children including the use of high quality resources and technological innovations.
- Ensuring that the culture and ethos of the school reflect the uniqueness and distinctiveness of the Kineton Green Primary School community.

4.2 Behaviour and Attitudes

- Ensuring that pupils' attitude to learning, behaviour and levels of well-being, safety and welfare are exceptional.
- Ensuring that the overwhelming majority of parents have very positive views of the school, value the highly effective channels of communication and would recommend Kineton Green Primary School to others.
- To improve the attendance of all pupils who are classed as persistent absentees focussing especially on those who are disadvantaged.
- To ensure pupils feel safe and that any form of bullying is dealt with swiftly and effectively.

4.3 Personal Development

- To ensure that new curriculum encompasses progressive opportunities for all pupils to develop personally, and invest in becoming a valued member of the school and wider community, uphold British values, respect and reflect on their own beliefs, cultures of their own and that of others.

4.4 Leadership and Management

- Ensuring that leaders and governors have developed a deep understanding of the school's strengths and areas for improvement, take decisive actions to ensure improvements are brought about rapidly and are committed to a culture of high expectations which is shared by all staff and pupils.
- Ensuring the school has robust systems for managing and monitoring its financial resources.
- Embedding a strong partnership and communication with all staff and ensuring that concerns and ideas for enhancements are heard and acted upon and supported by professional development.

Kineton Green Primary School

Governing Board's Strategic Three Year Plan 2016 – 2020 – Appendix (Yearly Breakdown)

2016 – 2017

Targets/Success Criteria	Review	Reference/Monitoring
4.1 To ensure that pupils' progress in reading, writing and mathematics achieves at least parity with national figures by the time they leave the school at the end of Key Stage 2.	4.1 Progress in reading, writing and mathematics improved from 2015 – 2016 data where data was in the lowest 10 – 20% for all subjects and is now broadly average – within the middle 60% of schools nationally. However there were some areas in respect of particular groups in which progress was less marked e.g. disadvantaged pupils.	Full Governing Body Teaching and Learning Committee – HT Reports – School Development Plan – Raiseonline/Dashboard
4.2 To embed good teaching across the school in all areas of the curriculum, and ensure that the high number of relatively new teachers are fully committed to the values and ethos of Kineton Green Primary School.	4.2 Evidence from standards data from Autumn to Summer terms showed a gradual improvement over the year. In most year groups the attainment gaps had narrowed. In year groups where attainment gaps were not closing action plans were put into place. In a specific year group where the quality of provision was less than good the teacher was replaced. Evidence directly from individual PM objectives there was evidence to suggest the commitment to the school values and ethos was strong.	Full Governing Body Teaching and Learning Committee – HT Reports – School Development Plan – external reviews HT report on Perf. Mgt. of teaching staff Link governor visits Teachers' presentations on their curriculum area
4.4 To ensure that the new senior leadership team has a clear vision for taking the school forward and are formulating and implementing strategies and policies to further enhance pupil outcomes.	4.5 These strategies were based on the combined skills brought to the new SLT. The achievement of this objective is evidenced through; <ul style="list-style-type: none"> • The newly formatted SDP with stronger and clearer success criteria. • Maths Mastery Project • Audit of Literacy practice • Audit of SEND identification and implementation of an inclusion team. 	Full Governing Body – School Development Plan – Senior leaders' Action Plans- Headteacher's Report
4.2 To review the quality of the school's environment including physical environment and plan appropriately for improvements.	4.2 Governors have regularly reviewed the site managers 3 year action plan. Immediate areas of concern have been addressed including: <ul style="list-style-type: none"> • New facilities for the Beehive provision. • New security fencing. • Investment to improve the skill set of the site manager. 	Management of Assets Committee – Link Governor visits? Site manager's Reports

<p>4.4 To maintain the school's financial stability and ensure that robust systems are in place to guarantee high levels of financial management.</p>	<p>4.4 The schools budget is school, surplus maintained and predicted to extend into next year. The Beehive now making an increased profit. A newly formed office structure to provide a more efficient and sustainable model.</p>	<p>Management of Assets Committee – Finance Working Party (Forward forecasting) Monthly financial Statements Financial benchmarking</p>
<p>4.4 To ensure that the Governing Body secures high quality information on all aspects of the school's performance and uses this information effectively to support and challenge senior leaders to bring about improvement.</p>	<p>4.4 HT report format has been redesigned to more informative to governors. Introduction of the SSE calendar. New format for presenting performance data giving greater clarity to governors. Challenge by governors now highlighted in meeting minutes.</p>	<p>Full Governing Body Teaching and Learning Committee – HT Reports Raiseonline/Dashboard</p>

2017 – 2018

Targets/ Success Criteria	Review	Grading	Reference/Monitoring
<p>4.1 (2) To ensure that children make more than good progress in order to close gaps in pupil expected attainment through effective teaching and learning informed by robust assessment. (SDP)</p> <ul style="list-style-type: none"> • Progress measures in reading, writing and maths are broadly average (within the 60% of schools nationally) by the end of KS2. • 100% of pupils have achieved progress in line with their KS1 or EYFS starting point ie. 'on track.' • The % of pupils who were identified in September 2017 as being 'off track' reduces for each year group throughout the year. • To meet the national combined standards in % pupils achieving secondary ready. • To meet the national figures for pupils achieving the national standard in phonics by the end of year 1. • To meet national average standards in reading, writing and maths. (check with EYFS outcomes) 	<p>Summary of 2018 Results. Overall results in 2018 continued the improving trend of 2017 and showed significant improvements on 2016.</p> <p><u>Foundation Stage</u> The proportion of pupils meeting the expected standards (Early Learning Goals) in 2018 was slightly below the national average at 62% (compared to 71% nationally) but this included several late arrival pupils and pupils with specific learning difficulties. Individual progress measures indicate that the vast majority of pupils made good progress in the Reception class based on the below average starting points of many of the pupils at the beginning of the year.</p> <p><u>Phonics</u> The proportion of pupils achieving the phonics threshold (32/40) showed a good improvement on 2016 results and a slight improvement on 2017. However, at 69% was below the national average (81%).</p> <p><u>Key Stage 1</u> In all 3 areas: reading, writing maths there was an improvement on 2017 results but standards in reading and writing were well below the national average. However, projections for 2019 indicate a significant improvement in Key Stage 1 with standards on track to be at least in line with the national average in all subjects.</p>	<div style="text-align: center;">    </div>	<p>Full Governing Body Teaching and Learning Committee – HT Reports – School Development Plan ASP/Dashboard</p>

	<p><u>Key Stage 2</u> Standards in reading, writing, SPaG (spelling, grammar and punctuation) and maths at the end of Key Stage 2 showed significant improvements on previous years with standards in reading and SPaG being above the national average and standards in writing and maths slightly below the national average but showing a marked improvement on 2016 and 2017. Similarly, progress measures for the end of Key Stage 2 in 2018 showed an improving trend with progress rates in reading being above national and those in writing and maths being broadly in line with national expectations.</p>	●	
<p>4.2 (1) To ensure that all teaching is at least good with an increasing proportion of outstanding teaching in evidence.</p> <ul style="list-style-type: none"> • Clear evidence of the use of assessment to inform teacher planning through triangulation of the School Self Evaluation Cycle (lessons observation, book trawls, pupil discussions and data) evidences that 100% of teaching is good (8/8 year groups) with 50% (4/8 year groups) as outstanding. • All teaching staff have met performance management targets with evidence to show progress is at least good or better resulting in evidence demonstrating the closing of year group gaps. 	<ul style="list-style-type: none"> • Evidence from the most recent LA review reported that progress across the school was 'good,' overall. Good teaching was seen in at least 6/8 year groups with aspects of outstanding teaching in 4/8 year groups. Appraisal reviews to take place on 25th June 2018. 	●	<p>Full Governing Body Teaching and Learning Committee – HT Reports Performance Management Reports Subject Leaders Presentations School Development Plan – external reviews</p>
<p>4.4 (2) Financial management ensures that the school has a viable and healthy budget and resources are targeted in those areas of most need.</p> <ul style="list-style-type: none"> • The school budget at the end of the financial year is in line with the budget plan with little or no variation, notwithstanding exceptional needs. • The budget clearly identifies where specific areas of spend aligned with the SDP priorities, have been targeted and the evidence of impact has been documented e.g. Pupil Premium and Sports Funding. 	<ul style="list-style-type: none"> • At the end of the financial year March 2018. There was a £27,649 increase in the carry forward reserves. • Evidence from the March 17 – March 18 Sports funding report shows And the pupil premium reports. Take evidence and summarise. Coordinators reports to show how funding has impacted on standards/teaching and learning. 	●	<p>Management of Assets Committee – Finance Working Party (Forward forecasting) Monthly financial Statements Financial benchmarking</p>

<p>4.2 (3) The school's environment is safe and has been improved with additional learning resources including high quality technology are being used increasingly across the school.</p> <ul style="list-style-type: none"> • Governors are satisfied that there is evidence to demonstrate that the school is compliant with all health and safety standards through relevant audits. • The resources in the new Beehive facility meet the needs of the pupils as identified in a Beehive Development Plan. • The provision of technology ensures that the needs of the Computing Curriculum are being met. 	<ul style="list-style-type: none"> • Evidence from healthy and safety reviews carried out by BK and PH demonstrates that the school is fully compliant. • Resourcing of the Beehive was addressed when we expanded the accommodation for September 2017 including the appointing the new deputy and additional play workers. • The Computing curriculum has had to be rethought due to the expansion of the Beehive (removal of the ICT suite facility) Investments have been made in the software and hardware. There needs to be further development of the computing curriculum now. 		<p>Management of Assets Committee - Link Governor visits Site manager's Reports Beehive Development Plan</p>
<p>4.4 (1) Leaders set high expectations of pupils and staff. They lead by example to create a culture of respect and tolerance. The positive relationships between leaders, staff and pupils support the progress of all pupils at the school.</p> <ul style="list-style-type: none"> • Leaders have set clear and challenging targets of pupil progress and attainment in lessons and books via the non-negotiables and through teacher appraisal. • Whole staff surveys demonstrate views of stakeholders have been listened to and acted upon. 	<ul style="list-style-type: none"> • Clear and challenging targets have been set and documented to ensure consistency across the school via non-negotiables in reading, writing and maths. Evidence of monitoring via SSE and coordinator reports. • A staff survey was completed and feedback via staff/governor meetings demonstrating actions taken. 		<p>Full Governing Body Teaching and Learning Committee – HT Reports School Development Plan ASP/Dashboard</p>
<p>4.4 (1) Leaders and governors are ambitious for all pupils and promote improvement effectively. The school's actions secure improvement in pupils' progress, which is rising, including in English and mathematics.</p> <ul style="list-style-type: none"> • Leaders and governors regularly review the school development priorities tracking evidence of positive increases in pupil outcomes. • Evidence clearly documents challenge and support where areas of weakness have been identified. 	<ul style="list-style-type: none"> • Repeat of previous evidence in progress meetings etc see above. • Evidence from governor progress meetings and SLT, LA review and CH and DW. 		<p>Full Governing Body Teaching and Learning Committee – HT Reports School Development Plan ASP/Dashboard</p>

<p>4.4 (3) Teachers value the continuing professional development provided by the school. It is having a positive impact on their teaching and pupils' learning.</p> <ul style="list-style-type: none"> • Staff professional development, based on the needs of the pupils, is clearly documented and supports progression of teaching and learning. • SSE evidence supports the judgements of strong teaching and learning. 	<ul style="list-style-type: none"> • Evidence of training from the Maths Mastery – TA and staff training. CPD via staff meeting and inset days. LA review Phonics and reading intervention impact. In future whole school log of CPD to be kept. Success @Arithmetic and Number Sense. Numicon training and Maths Mastery. • See previous evidence to support the judgement of strong teaching and learning. 		<p>Full Governing Body Teaching and Learning Committee – HT Reports School Development Plan Raiseonline/Dashboard</p>
<p>4.3 (1) Ensuring that pupils' attitude to learning, behaviour and levels of well-being, safety and welfare are exceptional.</p> <ul style="list-style-type: none"> • Evidence to feed into SSE and Ofsted section on pupils' behaviour and attitudes from governor link visits. • Clear evidence that pupils want to come to KG and learn • Clear evidence that the Behaviour Policy is being implemented consistently • Clear evidence of robust safeguarding processes. 	<ul style="list-style-type: none"> • Evidence from regular governor links and governor book. Evidence of a reduction in red cards and think sheets over the year when compared to 2017. Evidence from pop ins and lesson obs. Class DoJo, CPOMS. School/class council evidence. SIP evidence. Attendance evidence. % of PA coming down. Evidence of robust safeguarding processes from SIP visits and regular meetings between the chair and HT. Minimal incidences of bullying. 		<p>Full Governing Body Teaching and Learning Committee – HT Reports Attendance Reviews Pupil Questionnaires Incidents of bullying Review of SCR</p>
<p>4.3 (2) Ensuring that the culture and ethos of the school reflect the uniqueness and distinctiveness of the Kineton Green Primary School community.</p>			<p>Governors' Link visits and attendance at other school events.</p>
<p>4.3 (3) Ensuring that the overwhelming majority of parents have very positive views of the school, value the highly effective channels of communication and would recommend Kineton Green Primary School to others.</p> <ul style="list-style-type: none"> • Clear evidence that the 5 Bees are at the heart of every aspect of school life at KG • Clear evidence that parents support the school. 	<ul style="list-style-type: none"> • Positive comments from parents via email. Governor visits. Comments from visitors etc. Gold book and platinum books • Parent governor meeting attendance has reduced showing positive impact of areas of previous concern being addressed. Possibly more or better communication?? Addition of class pop ins for parents which have been well attended. Numbers of pupils attending Beehive have increased. 		<p>Governors annual meeting with the School Council. Parent questionnaires Parent/governor meetings Use of complaints procedures Pupil mobility Parent View</p>

Key Stage 1

In all 3 areas: reading, writing maths the improvements of 2018 have been sustained or enhanced in 2019 – most notably in reading in which standards had been below or well below the national average for several years and which in 2019 are above the national average. (School: 77% National: 75%). There were also further improvements to pupils' writing standards which are broadly in line with the national average. Standards in maths consolidated the good improvements of last year and remain in line with the national average. Furthermore, in all three areas the proportion of pupils achieving the greater depth standards in 2019 is significantly above the national especially in reading with 40% of the children achieving this higher level (25% nationally). In writing and maths 33% of pupils achieved the greater depth (nationally 15% and 22% respectively).

Key Stage 2

As with Key Stage 1 the good improvements in pupils' standards in Key Stage 2 in 2018 continued in 2019 with standards in writing and maths showing further improvements – 73% of pupils in both these subjects achieved the expected standard (78% nationally). Standards in reading were again above the national average at 77% (73% nationally). The proportion of pupils achieving the greater depth was significantly higher than the national average in writing, maths and SPaG (spelling, grammar and punctuation) and in this latter area nearly half the children achieved the higher level (47% compared to 36% nationally). Progress rates in 2019 in all the areas (reading, writing and maths) were broadly in line with national expectations and embedded the improvements of 2018. The trend in pupils' progress has shown that in all areas over the last three years progress at the end of Key Stage 2 closely matches national expectations and has shown a good consistency in ensuring that pupils make at least expected progress in all areas over this three year period.



<p>4.1 (1) and (2)</p> <ul style="list-style-type: none"> Progress measures for disadvantaged pupils at the end of KS2 to continue to close the gaps and achieve parity when compared to non PP pupils. Progress measures for disadvantaged pupils across the school continue to close the gaps when compared to non PP pupils. 	<p>Internal analysis of the progress rates of disadvantaged pupils would indicate that progress in all areas at the end of Key Stage 2 is below that of their non-disadvantaged pupil peers as is the case with the proportion of pupils achieving the expected standards in reading and writing and maths. However, at the time of review the group analysis for these pupils has not yet been released by the DfE (ASP) but will be shortly (December). Following the ASP update a full analysis will be undertaken.</p>		<p>Inclusion reports, SSE Termly data</p>
<p>4.2 (1) Teaching is routinely good and often outstanding.</p>	<ul style="list-style-type: none"> Embed standards of teaching and learning Maintain standards and strength in teaching and learning with a change in staffing (2 teachers) Evidence from the most recent LA review reported that progress across the school was 'good,' overall. Good teaching was seen in at least 6/8 year groups with aspects of outstanding teaching in 4/8 year groups 		<p>Teaching and Learning Committee – HT Reports – School Development Plan - external reviews Performance Management Reports Subject Leaders Presentations</p>
<p>4.2(1) Leaders and governors use incisive performance management that leads to professional development that encourages, challenges and supports teachers' improvement.</p> <p>In future whole school log of CPD to be kept.</p>	<ul style="list-style-type: none"> Performance objectives are actively managed through the school and appropriate CPD is developed. Lead by the HT and reviewed by governors. Whole school log of CPD now in place 		<p>Pay Committee meetings PM reviews CPD records</p>
<p>4.3 (1) and 3) Leaders and governors have created a culture that enables pupils and staff to excel. They are totally committed to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p>	<ul style="list-style-type: none"> Evidence from regular governor links and governor book. Evidence of a reduction in red cards and think sheets over the year when compared to 2017. Evidence from pop ins and lesson obs. Class DoJo, CPOMS. School/class council evidence. SA evidence. 		<p>SIP reports HT Reports School Development Plan Link Governor reports Parent View</p>

Please note for 2019-2020 the priorities have changed so 2016-2019 targets/success criteria no longer refer to the core aims shown above. Please refer to the previous 3 year strategic plan.

2019 – 2020 (added September 2019)

Targets/Success Criteria	Review	Grading	Reference/Monitoring
<p>4.1</p> <p>To enrich the children’s experiences and provide purposeful learning through a progressive, broad and balanced curriculum. To increase all pupils’ knowledge base and application of skills in order to support overall attainment and progress.</p> <p>Curriculum Intent, Implementation and Impact:</p> <ul style="list-style-type: none"> • To have written a clear, concise curriculum intent statement for the school, shared with all stake holders. • To have planned, curriculum overviews (MTP) for Years 1 and 6, based on the school intent statement, which places English, especially reading at the heart. • Medium term plans are coherent and have progressively sequenced knowledge, vocabulary and skills. • Leaders will have a clear understanding of their subject curriculum and how it contributes to the school’s curriculum intent outcomes. • Leaders are developing methods of assessing the impact of the new curriculum against the school’s intent statement and its outcomes. <p>English:</p> <ul style="list-style-type: none"> • Improving spelling across the school. • Robust medium term plans ensure that children’s attainment across school is in line with national standards and progress shows that children are closing gaps in writing. 			

<p>4.1 Children with barriers to learning will make rapid progress in order to close gaps in expected attainment through the graduated approach of plan, do and review both inside and outside the classroom.</p> <ul style="list-style-type: none">• As a result of new school assessment system, SEND pupils will make at least good or better progress and close the gaps in attainment.• End of key stage progress data will show an improving picture.• The consistent application of provision that is 'additional to' and 'different from' will be evidenced within the classroom and will show SEND pupils closing gaps in attainment.• Intervention will show accelerated progress for SEND and other identified 'off track,' pupils.			
<p>4.1 Leaders and governors focus on consistently improving outcomes for all pupils by:</p> <ul style="list-style-type: none">• Maintaining KS1 attainment to be in line or above the national.• Improve attainment in the Year 1 phonics test to be in line with national (83%) or better.• To maintain and build on the positive improvement in attainment, in KS2.• To continue to improve progress measures in KS2 across all subjects to national figures of 0 or better.• To ensure in house data improves so that 100% of pupils make expected progress, or better, from their starting points.			

4.4 Ensuring the school has robust systems for managing and monitoring its financial resources.

- To ensure that the school retains adequate reserves for the years 2019-2020 and 2020-2021.
- The budget clearly identifies where specific areas of spend have been targeted and the evidence of impact has been documented e.g. Pupil Premium and Sports Funding
- The Beehive club continues to make a positive financial contribution to the school
- Governors are receiving termly updates on YTD positions

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Main Points from Stakeholders Consultations 2016-2019

<p>Staff: Effective deployment of human resources - To be discussed Good leadership – Section 4.4. Stable workforce that feels happy and valued – Section 4.4</p>	<p>FGB – HT reports Teaching & Learning committee – pupil progress Staff questionnaires</p>
<p>Pupils: Promote good, positive behaviour – Section 4.3 Ensure they feel empowered and feel learning is fun Section 4.3 Happy pupils – Section 4.3</p>	<p>FGB – HT reports (e.g. attendance) Link governor visits Pupil surveys</p>
<p>Resources: Ensure they are at least adequate to deliver a rich curriculum – Section 4.2 More lunchtime activities/afterschool clubs – Section 4.2 More sports and playground equipment – Section 4.2</p>	<p>Pupil & staff surveys Link governor visits Management of Assets committee – various financial reports</p>
<p>School environment: High expectations of governors, parents, staff and pupils – Sections 4.1 and 4.2 Good communication between all stakeholders – Section 4.3 Celebrate success – To be discussed Active parental participation – Section 4.3 Happy school – Section 4.3</p>	<p>FGB – HT reports (school achievements, attendance, etc) Good website content, positive comments on Parent View, etc Governors’ meetings with parents Parents attending school events</p>

Note: Stakeholder Consultations during Autumn 2019 to be added when complete

Key:  Objective met  Objective partially met  Objective not met