



Woolhampton C of E Primary School

Strategic Vision and Plan Document (2023-2026)



Contents

Foreword

Our Vision and Distinctive Christian Narrative

Strategic Plan 2023-2026

Important influences on education and overarching goals

Themes and actions to drive improvement

Monitoring progress

Governing Body 2024-2025

Strategic Governor Action Plan

Governing Body Priorities 2024-2025



Foreword

We are pleased to present our long-term strategic plan for Woolhampton C of E Primary School. The intention of our strategic plan is to set out and communicate our vision, ethos and long-term direction for the school, so that we are all clear on where we are going and what we are trying to achieve in the 3 years and beyond. It has taken into account all key stakeholders in the school, including children and their parents, staff and governors. This plan is a real team effort and is a working document, which sets out a range of goals, actions and priorities; we will use it to inform our day-to-day work, judge our progress and help us to decide how to use our resources.

In September 2018, Ofsted judged Woolhampton C of E Primary School to be a 'good' school :

*"Governors are dedicated and determined to support and improve the school.
They have undertaken training and bring a wide range of skills to the role"*

We are now striving to be the very best school we can be. The Ofsted inspection report identified that in order to improve further the school needed to ensure:

- *Support for pupils who have SEN and/or Disabilities continues to develop*
- *Leaders continue to evaluate and refine the provision for the Reception and Year One class*
- *Governors maintain their focus on vision and strategy for the school*

These development points drove our Strategic Governor Action Plan 2019-2023. We have reflected our achievements and reviewed the document to create a revised Strategic Governor Action Plan 2023-2026 which is complemented by the School Development Plan (SDP), a shorter-term operational plan for the academic year 2023-2024. The SDP is developed by the staff team and sets out, in operational terms, how the long-term strategy of the school is to be achieved. We are continually working together as a team to ensure we are the best we can be.

Our strategy for the next 3 years is clear and aspirational as you will see, but it will not prevent us from taking advantage of any new opportunities that might arise to make this a truly amazing school for the whole community. We are proud of the school's achievements and Christian values; it is our intention that Woolhampton C of E Primary School will remain one of the most popular schools in West Berkshire by providing even better opportunities for our children to be successful and happy.

Nikki Jordan (Chair of Governors)





'And I tell you, you are Peter, and on this rock I will build my church'

Matthew 16.18

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed all and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for everyone.

St Peter was a close friend and follower of Jesus. He was called Simon but Jesus changed his name to Peter, meaning rock. Jesus asked Peter to follow in his steps and spread the good news. Jesus encourages us all to learn from our mistakes and to put our trust in him, as Peter did when he stepped out of the boat and onto water.

Standing proudly side by side with our parish church St Peter's in Woolhampton, we have been inspired by the many stories of the disciple. It is our responsibility to provide the firm foundations we need for life, the 'rock' of the Christian faith, a safe and secure place where all will flourish.

Our school has a distinctly welcoming and friendly Christian culture with high aspirations for every child characterised by our close links with parents and the local community. We are proud of our enthusiastic and dedicated staff team that is outward-facing, forward-thinking, open to change and, above all, passionate about learning.

We aspire to meet the academic, physical and spiritual needs of all learners through a curriculum that inspires children to be naturally curious about God's creation. We offer a diverse range of opportunities in a stimulating learning environment where the physical surroundings are as inspirational and creative as the curriculum itself.

Our school is a place where all can flourish, regardless of background or ability because, like St. Peter, everyone should be given opportunities and we will empower children to take responsibility within their communities and become courageous advocates for change.




By the time a child leaves Woolhampton CE Primary School they will have had the opportunity to become a valued member of a Christian family where they are loved and cared for. Everyone will have experienced a rich, varied and exciting curriculum, gaining the knowledge and skills to be resilient and thrive.

We will celebrate success and everyone will know what it feels like to achieve and be the best they can be.







Strategic Plan 2023-2026





To provide excellence in 'whole child education' by enhancing the broad and balanced curriculum offer

-  To provide a motivating learning environment to maintain and sustain the **passion for teaching and learning** in the school of staff, children and their families
-  To ensure that unequivocal and persistent emphasis is placed on upon **quality first teaching** so that all children are able to achieve their full potential within the classroom and ensure that outcomes continually and consistently improve for all
-  To provide opportunities to develop **rounded individuals** through a model of 'learning beyond the classroom' so that children have the opportunity to develop skills, confidence, resilience, perseverance, the ability to problem solve and to achieve their **best potential**

To provide effective and committed leadership, governance and financial control

-  To be **proactive and reactive** to government policy and funding, recognising the uncertainties and challenges particularly related to a small school and making the **best decisions** for the school
-  To retain high standards of **strong and effective leadership, governance and financial control** including respecting and attracting highly skilled motivated governors
-  To manage the budget to make the **most effective** use of limited resources
-  To carefully **assess** the ways in which we spend **Pupil Premium and Sports Grant** money to ensure maximum benefit to the children and the school

To put the school at the heart of the community

-  To foster **positive and collaborative links** between the school and parents, volunteers, church, immediate locality and beyond
-  To be an outward looking school, **seeking relationships** with the community to support physical space limitations, provide enriching activities and opportunities to **develop and progress the curriculum**
-  To investigate and implement the development and use of the old school house to **enhance our learning environment throughout the school day**
-  To ensure that we are able to **provide before and after school care** and monitor the **viability and cost effectiveness** of running our own breakfast and after school clubs

To provide excellence in ‘whole child education’ by enhancing the broad and balanced curriculum offer

Strategic goal	What we already do well	2023-2024	2024-2025	2025-2026
To provide a motivating learning environment to maintain and sustain the passion for teaching and learning in the school of staff, children and their families	School vision and Christian values are shared by all Forest school Using every possible space available to us	Explore and review continuous provision in EYFS and Year One outdoor learning area for further development to enhance opportunities and challenge Enhancement of the reception area / KS2 shared area to encompass digital storage and group facilities including a library space and Alumni display	The Old School House is renovated to provide two quality group rooms including a sensory space and resource storage Greener Governance is embedded in our practice by responding to opportunities for sustainability throughout the school	Exploration of possible use of the ‘Weight Area’ next to the playground to be developed to be an extension of the outdoor classroom across curriculum subjects
To ensure that unequivocal and persistent emphasis is placed on upon quality first teaching so that all children are able to achieve their full potential within the classroom and ensure that outcomes continually and consistently improve for all	Monitoring shows consistently good teaching across the school Personalised learning	Review teaching and staff structure to ensure all children are being taught and learning with quality, trained staff who share the vision and values of our school Local Authority advice for development of staff roles Role of the subject leader (CPD)	Explore assessment and monitoring processes of all groups of children ensuring progression matched to skills Subject leads are confident in all aspects of the curriculum and this is reflected in the teaching and learning across the school	To embed, review and adapt, as needed, the curriculum and plans for all children to ensure progress is being made <div style="text-align: right;">→</div>
To provide opportunities to develop rounded individuals through a model of ‘learning beyond the classroom’ so that children have the opportunity to develop skills, confidence, resilience, perseverance, the ability to problem solve and to achieve their best potential	Forest school Sports leaders	Greener Governance raises awareness of sustainability across the school and within the whole curriculum Sports leadership programme embedded within Year 6 Forest School delivering curriculum areas, based on progression of skills / knowledge	Review and adapt ‘extra curricular’ opportunities for all ages to enable a diverse offer for individuals Forest school is being used effectively for all year groups to enhance and progress their learning across the curriculum including spiritual development	Celebration of Alumni demonstrates a rich and diverse display of children and young adults who have continued to learn and achieve beyond our vision Explore and review Cultural Capital for all children and staff at school



To provide effective and committed leadership, governance and financial control

Strategic goal	What we already do well	2023-2024	2024-2025	2025-2026
To be proactive and reactive to government policy and funding, recognising the uncertainties and challenges particularly related to a small school and making the best decisions for the school	Finance and Resources committee knowledge and skills	Review staff structure for capacity and value for money Explore funding avenues to enable the school hall and the Old School House to return to good working order	Collaboration with neighbouring schools to share resources for curriculum and wider opportunities for experiential learning	Full internal redecoration of classes and shared areas Use leadership capacity across the school and collaborate with other schools to develop all subject areas
To retain high standards of strong and effective leadership, governance and financial control including respecting and attracting highly skilled motivated governors	Full Governing Body with balanced skill set	Successful phased return for HT through leadership working collaboratively and strategically There is a safeguarding culture in the school with rigorous checks, systems, records and routines to keep pupils safe	Governing body skills-set survey and analysis demonstrates continued impact and succession plan in place to recruit and review roles	Succession plan created to drive Governing Body focus forward into next Strategic Plan cycle →
To manage the budget to make the most effective use of limited resources including Health and Safety maintenance	Balanced budget	Curriculum-led budget created using SDP priorities Further develop outdoor learning spaces across the school including Health and Safety requirements (playground)	Curriculum resources organised and impacting learning opportunities for whole school Review the costing of a new minibus to contribute and benefit different aspects of our school	→ The minibus to be used to support families in need and support wraparound as well as keeping costs down for trips
To carefully assess the ways in which we spend Pupil Premium and Sports Grant money to ensure maximum benefit to the children and the school	Reporting to Governors on progress and attainment	Covid-19 catch up premium spend shows impact for children who have fallen behind Reports on premium spend reflect impact on groups / individuals	→ →	→ →

To put the school at the heart of the community

Strategic goal	What we already do well	2023-2024	2024-2025	2025-2026
To foster positive and collaborative links between the school and parents, volunteers, church, immediate locality and beyond	Reputation of our village school	<p>Strengthen further links with St Peters and the local community through Parish magazine articles and social media updates</p> <p>Volunteers and their role to benefit and contribute to learning and progress throughout the school</p>	<p>School presence at local events including Parish Council and village activities</p> <p>Links with local pre-school to enhance transition and gaining pupils, shared forest school and story time events</p>	<p>The school maintains pupil numbers as the school of choice in the community</p> <p>→</p>
To be an outward looking school, seeking relationships with the community to support physical space limitations, provide enriching activities and opportunities to develop and progress the curriculum	<p>Forest school</p> <p>Use of Douai Pavilion and surrounding grounds</p>	<p>Formalise use of Douai grounds including possible sharing of a caretaker / maintenance person to upkeep grounds around the school</p> <p>Use of Bradfield College to support specific projects eg. reading and early French</p>	<p>‘Lets Localise’ and similar initiatives for business support/sponsorship</p> <p>Explore and investigate other funding avenues (grants and Parish council donations)</p>	<p>→</p>
To investigate the development and use of the Old School House to enhance curriculum delivery and possibly generate an income beyond its use by the school	Making the best of every space available	Heating fixed and old resources cleared out so the Old School House is back to full working order and impact is seen across the curriculum (intervention / group space including sensory)	Explore possibility of renting / hiring hall space in evenings and weekends for community use	<p>→</p>
To ensure that we are able to provide before and after school care and monitor the viability and cost effectiveness of running our own breakfast and after school clubs including the minibus service to other schools using our facility	Early bird provision and link with Sunshine After School Club	<p>Breakfast Club and After School Clubs are running at a profit due to increased numbers from both our school and neighbouring schools</p> <p>Storage for resources explored</p>	Funding for a new minibus enables one to be purchased for the use of collecting pupils from neighbouring schools to bring to After School Club	<p>Audit of resources and purchases made to ensure up to date and good quality toys and equipment</p> <p>Succession plan for staffing</p>



Important influences on education

This strategy cannot set itself apart from all the social, economic and political pressures and changes that take place in any 5 year period and we recognise that a variety of issues will influence our work and development. The following have been identified as key areas of influence over the next 5 years:

- *Impact of new technologies*
- *Globalisation*
- *New Social challenges*
- *Changing world of work*
- *Changes to childhood and meeting learners' wider needs*
- *Raising standards and developing staff*
- *Resources and Collaboration*
- *Narrowing the gaps*
- *Environment and Sustainability*
- *The curriculum and the future of learning*
- *Government initiatives and educational changes*

Whilst creating and then reviewing this strategic document, nobody could have predicted the **overwhelming influence** the Covid-19 pandemic **would continue to have on schools nationally**.

At Woolhampton C of E Primary School, the school leadership team and Governing Body **worked collaboratively** to ensure the disruption and impact on children's learning and staff well-being have been monitored and **will continue to do so**.

The challenges Covid-19 has brought are diverse and we need to keep this in the forefront of our minds when reading the contents of the action plan for everyone involved.

Overarching Strategic Goals

Therefore we believe that the following key issues will be relevant to Woolhampton C of E Primary School

In relation to our children:

- *The emphasis on developing the **whole child** by inspiring **independence, curiosity and confidence***
- *Ensuring consistently **high quality teaching** and learning in a creative, stimulating and supporting environment*
- *Ensuring all pupils make good or better **progress***
- *Continually working at **closing the gap***

In relation to our school culture and community

- *Continually striving to build capacity and **sustainability***
- *Building a **culture of teamwork** and **collective accountability** to lead with passion, clarity and vision for the whole school community*
- *Attracting and retaining **inspirational staff** by ensuring our school is a rewarding and supportive place to work*
- *Strengthening **partnerships** within and across schools*



The purpose of Governance is to provide confident, strategic leadership and to create robust accountability, oversight and assurance for educational and financial performance.

The Governing Body has three core functions :

- Ensuring clarity of vision, ethos and strategic direction
- Holding leaders to account for the educational performance of the organisation and its pupils, and
- Overseeing the financial performance of the organisation and making sure its money is well spent.

Our Strategic Plan is organised around seven key themes adapted from the Governance Guidance 2024 and gives long term direction for implementation...

Theme 1: Vision, ethos and strategic direction

Theme 2: Effective governance and statutory duties

Theme 3: Monitoring and evaluation

Theme 4: Strengthening school leadership (support and challenge)

Theme 5: Performance management of the Head teacher and staff

Theme 6: Engagement with stakeholders

Theme 7: Matching resources to vision and priorities

Progress and impact of the Governing Body is monitored routinely. We have two committees, **TLC** (teaching, learning and care) and **FR** (finance and resources) which provide over-arching governance of the Strategic Plan. This feeds directly into the Full Governing Body (FGB) where progress and performance is strategically monitored to ensure effective management of key priorities, aims and risks. All members of the Governing Body have taken responsibility for the monitoring and evaluation of particular aspects of school improvement based on the current SDP including the culture of Safeguarding. Link governors with specific responsibilities visit school regularly throughout the year and report back to both committee and FGB meetings identifying action required and impact on learning.

“The best way to champion for improvement is to look at what is already being done”

NGA, 2020



Woolhampton CE Primary School Governing Body 2024-2025

Nikki Jordan	Chair	Link Governor for 'Early Years', 'Development of Governors' and Link Governor for 'Well-being'
Kim Wyrley-Birch	Vice Chair	SEND and Inclusion Governor
Kelly Mitchell		Safeguarding Governor and Link Governor for 'Health and Safety'
Kate Moir		Link Governor for 'Curriculum'
Martin Harding		Link Governor for 'Finance and Premiums' and 'ICT'
Carly Madders		Link Governor for 'Equalities and Diversity', 'Parent Voice' and joint Link Governor for 'Website Monitoring'
Terry Webster		Link Governor for 'English' and Link Governor for 'Community'
Cynthia James		Link Governor for 'Maths'
Adrian Dean		Link Governor for 'HR'
Rev. Jane Manley		Link Governor for 'Religious Education' and 'PSHE'
Rebecca Cox		Staff Governor, joint Link Governor for 'Website Monitoring'
Jackie Livermore		Executive Headteacher (Autumn Term 2024)
Rachael House Gemmell		Clerk to Governors



Strategic Governor Action Plan 2023-2026



Theme 1: Strategic leadership

Evaluative questions:

- How has the Governing Body been involved in developing the school's aims and values?
- How does the Governing Body ensure that the aims and values of the school are put into place?
- How has the Governing Body been involved in setting the priorities and targets of the SDP?
- How does the Governing Body monitor and review the SDP? Is the process systematic and robust?

Actions we will take and when	When?	What success will look like
<ul style="list-style-type: none"> • Develop long-term aims for the school with clear priorities in an ambitious School Development Plan, which is regularly monitored and evaluated against the 2018 Ofsted outcomes and identified next steps. • Subject leaders to develop action plans, aligned to the School Development Plan. These are approved, and progress regularly monitored and evaluated by governors with link responsibility and feedback to TLC and FGB. • TLC committee to develop the Governor Action Plan for 2024-2025 and take to the full board for approval and review. Share headlines with parents via the website and newsletter. • Establish the strategic planning cycle for 2024-2025 that drives the governing body's activities and agenda setting, in line with School Development priorities and 2018 key Ofsted outcomes. • Safeguarding governor to meet with the PSHE leader and pupils to monitor and evaluate the implementation and development of the PSHE curriculum and the impact. Evaluate with the TLC committee. • Link governors to evaluate how the school aims and values are promoted with pupils through R.E. and collective worship, by meeting with leaders, evaluating work samples and pupil conferencing. Review with the TLC committee. Evaluate the effectiveness and impact of the R.E. curriculum and collective worship programme. • Safeguarding governor and TLC committee to evaluate how effectively the school is promoting British Values. • Communicate the school vision to all children, parents and stakeholders – 'Enabling all to Flourish', the Christian values and GEM powers via newsletters, website, central displays, assemblies etc. 	<p>Annually</p> <p>Termly</p> <p>Nov 2024</p> <p>Sept 2024</p> <p>On-going</p> <p>Termly</p> <p>Jan 2025</p> <p>On-going</p>	<ul style="list-style-type: none"> • All governors can articulate the vision of the school. • The vision is consistently set out in relevant school documents. • The school's values, vision and aims are shared clearly on the school website. • Governors play a significant role in championing a vision that is shared and owned by all. • The governing body is influential in setting the strategic direction of the school and the priorities and targets of the school improvement plan. • The governing body monitors progress against the milestones in the School Development Plan and evaluates the impact of school improvement work undertaken in line with the 2024-2025 monitoring and evaluation timetable, with particular focus on the key areas for development identified by the 2018 Ofsted inspection. • Governors monitor how effectively policies support the ethos of the school.



Theme 2: Effective Governance and Statutory Duties



Evaluative questions:

- How does the Governing Body ensure that all statutory policies and documents are in place?
- How does the Governing Body ensure that the school meets statutory requirements relating to safeguarding, pupil care and well being?
- How does the Governing Body ensure that the school meets statutory requirements relating to SEND?
- How does the Governing Body ensure that the school meets statutory requirements relating to the curriculum?
- How does the Governing Body ensure that its meetings and other activities are focused consistently on pupil standards and school improvement?

Actions we will take	When?	What success will look like
<ul style="list-style-type: none"> • All statutory policies to be reviewed and approved by FGB, TLC or FR committees as appropriate and by their review date. • Nominate a link governor for evaluating compliance with statutory policies and statutory content on the website to review school documentation and website. Regular visits to school to meet with the Head teacher. Reports to the FGB. • Statutory policies to be listed on the website and their review date. • Safeguarding Governor makes regular visits to school to meet with the Safeguarding Lead and pupils, to evaluate impact of policies and procedures relating to safeguarding, pupil care and wellbeing and evaluate compliance with statutory requirements. Reports to TLC and updates at FGB. • Link governors for Inclusion and Pupil Premium make regular visits to school to meet with the Inclusion manager and pupils, to evaluate impact of additional support on pupil progress and compliance with statutory requirements. Reports to TLC and FR committees. • Link governors for English and Maths make regular visits to school to ensure the school is meeting the full requirements of the National Curriculum and to evaluate how progress in Maths and English is accelerated through the wider curriculum. Reports to TLC and where necessary FR for budget awareness • Progress against School Development Plan priorities, milestones and pupil standards monitored through TLC committee and FGB meetings by dates outlined in the 2023-2024 monitoring and evaluation timetable. • Policies relating to Health and Safety and statutory financial requirements monitored each half term through FR committee meetings and half termly visits by link governor with responsibility for Health and Safety. • All governors have opportunity to undertake training to inform their role. 	<p>On-going</p> <p>Sept 2024</p> <p>Sept 2024</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Dec 2024 / July 2025</p> <p>On-going</p>	<ul style="list-style-type: none"> • All statutory policies are reviewed and approved by the relevant committee or FGB as appropriate. • Governors ensure that all statutory policies are in place, are implemented consistently, reviewed in a timely manner and are easily accessible via the website. • The school's safeguarding work ensures pupils are safe, cared for and their wellbeing is at the heart of the school's work. • The school is inclusive; statutory requirements relating to SEND and inclusion are met and all pupils are supported in making good or better progress. • The school fulfils all requirements of the National Curriculum. Curriculum provision is vibrant and engaging for pupils. • School improvement work at Woolhampton CE Primary School is rapid, leading to quality provision in all areas. Pupil achievement is outstanding. • The school's budget is balanced. The school provides good value for money. • The governor training calendar evidences governors have undertaken targeted training to support their role in evaluating school provision.





Theme 3: Monitoring and Evaluation

Evaluative questions:

- What is the range of evidence/data that helps the Governing Body to form judgements on standards of achievement, progress, teaching, behaviour and safety in the school?
- What is the range of evidence/data that helps the Governing Body to form judgements on standards of achievement and progress of pupils from particular groups eg. boys/girls, LAC, pupil premium?
- Do Governors have a secure understanding of performance data to provide challenge and support in this area?
- Is there a programme of focused governor visits to school to gather evidence on the implementation and impact of the SDP?
- Do the minutes of Governor meetings provide sufficient evidence of governors' challenge and support to the school leadership?
- Does the Governing Body evaluate its own performance at least every other year and how are the outcomes of such reviews used?

Actions we will take	When?	What success will look like
<ul style="list-style-type: none"> • Governors to establish the 2024-2025 monitoring and evaluation timetable, outlining the focus of TLC and FR committee / FGB meetings and governor visits to evaluate evidence/data. This to be aligned to the priorities in the School Development Plan, as driven by the 2018 Ofsted inspection. • Governors to evaluate a wide range of evidence, including: <ul style="list-style-type: none"> *School documentation, including the School Development Plan; reports from the Head teacher and subject leaders (reports on the quality of teaching; anonymised Performance Management records; behaviour monitoring and attendance reports; parental and pupil surveys etc.) *Relevant datasets, including FFT; Governor Dashboard; Analyse School Performance; target setting and tracking data and analysis of cohorts and identified groups e.g. girls/boys, disadvantaged, SEN, EAL etc. *Visits to school – to meet with staff, pupils; to join lessons and school events; book review and pupil conferencing; evaluate the impact of the learning environment in supporting progress within lessons etc. • Structured visits by governors with specific roles that align to priorities in the School Development Plan. Evaluative questions agreed before the visit and recorded on the governor visit form with clear next steps. • Refresher training for TLC members on Attainment and Progress and for the FGB on analysis of data, tracking and pupil progress data and the impact of additional interventions in accelerating pupil progress. • External review of the quality of governance by the Local Authority Governor Support and/or OFSTED. Ensure outcomes of the review inform the Governor Action Plan for the following year (2025-2026) • Share overview of the monitoring work of governors e.g. inform parents about the work of the governors / link governors on weekly and termly Newsletters 	Sept 2024	<ul style="list-style-type: none"> • Governor roles are aligned to priorities in the School Development Plan.
	On-going	<ul style="list-style-type: none"> • Governors are well informed about the standards of achievement, progress, behaviour and safety and are able to provide support and robust challenge in order to raise standards further. • Governor training has supported governors to fulfil their roles effectively. • Minutes of meetings evidence challenge and support to school leadership.
	On-going	<ul style="list-style-type: none"> • Governor visits provide sufficient evidence on the implementation and impact of the School Development Plan and impact positively on standards in school.
	Nov 2024	<ul style="list-style-type: none"> • External review of the work of the Governing Body results in strengths being identified and areas for further improvement driving the actions for the 2025-2026 Governor Action Plan.
	July 2025	<ul style="list-style-type: none"> • Termly governor newsletters etc. provide parents/carers with insight into the work and impact of the Governing Body.
	On-going	



Theme 4: Strengthening school leadership (support and challenge)



Evaluative questions:

- How do the Head teacher, Chair and other senior leaders work together to ensure that the Governing Body focuses its work on school improvement
- How does the Governing Body use recruitment and training to ensure that it has the necessary range of skills, knowledge and expertise within its membership?
- How has the Governing Body ensure that Governors are allocated to committees and link governor roles to make best use of their skill, knowledge and expertise?
- How are new Governors inducted onto the Governing Body to ensure that they can contribute effectively as soon as possible?
- How does the Governing Body develop leaders within the Governing Body to ensure succession planning for Governing Body leadership roles?
- Is there a code of conduct for Governors and what is its impact on Governors' behaviour and contribution to the Governing Body?
- How does the Governing Body ensure that all staff receive appropriate CPD? How does the Governing Body evaluate the effectiveness of staff CPD?
- How is the Governing Body involved in the appointment of senior staff at the school?
- What examples can the Governing Body provide of the impact that it has made on the school (ie. If there had been no Governing Body, how would things have been different?)

Actions we will take	When?	What success will look like
<ul style="list-style-type: none"> • Committees, FGB and governors with specific responsibilities to ensure that the focus of work and agendas of meetings are aligned to the priorities identified by the school's Self Evaluation and School Development Plan • Governors to complete a skills audit annually. Evaluate collated data and ensure skills of governors are matched to their governor roles. Outcomes drive the appointments process for new governors as appropriate. • Refresher training for TLC members on analysis of data specifically identifying groups of children who need support to close the gap • Governor training on school assessment, tracking and target setting systems and how this drives interventions and the provision map for pupils. • Governors to access Local Authority training for governors, network meetings etc. as well as online learning links by NGA and The Key to develop their role • Review of quality of governance by the Local Authority. Ensure the outcomes of the review inform the Governor Action Plan and training for governors for the following year. • Governor Induction Pack to be updated and shared via the website. • To establish and maintain governor training log, in line with the governor visit log. • All governors to read, approve and sign the Governor Code of Conduct, Governor Visit Policy and Governor Induction Pack annually. • TLC committee to evaluate impact of CPD on quality of teaching. • FGB to be actively engaged in recruitment procedures and individuals to complete Safer Recruitment training for CPD 	On-going	<ul style="list-style-type: none"> • Agendas and minutes of meetings, focus of governor visits reflect the school's identified priorities for improvement.
	Nov 2024	<ul style="list-style-type: none"> • The annual skills audit reflects the experience and expertise of governors. Governors' roles are allocated in accordance with this.
	Nov 2024	<ul style="list-style-type: none"> • Skilled and knowledgeable governors make an outstanding contribution to school improvement, demonstrated by their challenge to the school.
	On-going	<ul style="list-style-type: none"> • Induction is effective, enabling new governors to contribute effectively to the work of the Governing Body. An induction pack is provided for all new governors. • All governors share a common vision and uphold the values outlined in the Code of Conduct. • Governors, both individually and collectively, are able to evidence the impact they have made on the school. • Robust recruitment procedures result in the recruitment of high quality staff.
	On-going	
	July 2025	
	On-going	
	Annually	
	On-going	
	Sept 2024 and on-going	



Theme 5: Performance Management of the Head teacher and staff



Evaluative questions:

- Has the Governing Body adopted appraisal and pay policies that are consistent with the requirements for performance-related pay?
- Is the Head teacher's appraisal informed by advice from an appropriate and independent external adviser?
- How does the Governing Body monitor the Head teacher's performance over the year?
- How does the Governing Body monitor the implementation and impact of staff appraisal over the year?
- How does the Governing Body ensure that performance objectives for all staff are SMART and focused on pupil achievement?

Actions we will take	When?	What success will look like
<ul style="list-style-type: none"> • FGB to review and approve the Pay policy • FGB to review and approve the Appraisal policy. • FGB to ensure that the Head Teacher's Performance Management is informed by the Local Authority Standards and Effectiveness Partner and targets set are driven by the school outcomes and identified next steps for further school improvement. • The FR committee to meet with the Interim Head Teacher to review anonymised performance management records of teaching and support staff in order to evaluate the rigour and impact of staff appraisal. • To provide FR committee governors with information about the quality of teaching (anonymised lesson observations, book scrutiny, learning walks, analysis of standards and data) in order to evaluate if performance management objectives have been met. • FR committee and TLC committee to review anonymised performance management records of staff to ensure leadership objectives are directly linked to School Development Plan priorities. • To provide governors with the information they need on assessment procedures so that they are able to evaluate and challenge outcomes with reference to performance related pay. 	<p>Oct 2024</p> <p>Oct 2024</p> <p>Nov 2024</p> <p>Nov 2024</p> <p>Nov 2024</p> <p>Dec 2024</p> <p>On-going</p>	<ul style="list-style-type: none"> • Policies for Appraisal and Pay in place that comply with statutory legislation. • Local Authority school guidance for governors ensures a rigorous process for the Head teacher's performance management. • Rigorous performance management procedures support teachers in raising further the quality of teaching and pupil progress and embedding outstanding leadership at all levels. • Rigorous performance management procedures support teaching assistants in raising further the quality of teaching and pupil progress. • Governors make rigorous pay decisions based on evaluation of performance management outcomes.



Theme 6: Engagement with Stakeholders



Evaluative questions:

- How does the Governing Body listen to and understand the views of parents and pupils?
- How does the Governing Body report to our parents and local community?
- Does the school website meet statutory requirements and does it provide useful information to parents and other stakeholders?
- How does the school collaborate with other schools? How does the Governing Body evaluate the impact of these partnerships?

Actions we will take	When?	What success will look like
<ul style="list-style-type: none"> • Governors to evaluate results of regular parent and pupil surveys and comments given (paper 'Parent View' style survey (Feb 2024) and online (Sept 2024), pupil survey (April and July 2025) and surveys after curriculum presentation (TBC) Ensure these results are communicated with parents via the newsletters and website. Evaluation of surveys to inform next steps. • At least one governor representative to attend all parent curriculum presentations and parent consultation evenings. • Link governor for Parent Voice to initiate a Parent Forum and that the focus of meetings aligns with school development priorities. • Governor to join School Voice sessions and meet with subject leader to evaluate impact of the School Voice. Review with TLC and report to the FGB. • Link governor for Well-being to meet with subject leaders to evaluate impact. Review with TLC and the FGB. • Governors to take opportunities to evaluate views of pupils when visiting lessons including Year 6 Exit interviews • Develop information about work of the governors on the school website. Share via the Governor website page the Governor Action Plan; information about governor roles; governor policies; overview of the monitoring work of governors e.g. termly governor newsletter and village / parish news magazines • TLC to review opportunities and potential for mutually supportive partnerships with other schools to support school improvement and the strategy to deliver this. TLC to report back to the FGB. • Link governors for Website monitoring to evaluate school's compliance with statutory documents and content on website. 	<p>Summer term 2024 onwards</p> <p>Spring and Summer term</p> <p>Sept 2024</p> <p>Oct 2024</p> <p>On-going</p> <p>(Governor day Nov 2024 and July 2025)</p> <p>On-going</p> <p>On-going</p> <p>July 2024 and then On-going</p>	<ul style="list-style-type: none"> • Parental surveys used to inform school's action planning and next steps. • Parent Forum is actively engaged and contributes to a positive school environment. Their views have a positive impact on school development. • Parents feel valued and listened to. • Pupil survey, formulated by the School Voice, used to inform school's action planning and next steps. • School Voice actively involved in leading school development. • Children and staff all feel valued and listened to. • School website shares information about the work of the governors e.g. governor action plan, visits to school. • School proactively involved in the local community and informed by best practice locally, regionally and nationally. • Reports from TLC enable the FGB to evaluate outcomes from partnerships with other schools and the impact on school improvement. • School complies with statutory policies.



Theme 7: Matching resources to vision and priorities



Evaluative questions:

- How does the Governing Body ensure that the pattern of the school's spending is consistent with school improvement priorities and projected income?
- Does the Governing Body have a strategy for investing in the fabric, facilities and equipment of the school?
- What is the outcome of the most recent SFVS review?
- How does the Governing Body monitor the spending and impact of pupil premium resources?
- How does the Governing Body monitor the value for money of its spending?
- How does the Governing Body ensure that pay awards to teachers reflect the quality of their teaching?

Actions we will take	When?	What success will look like
<ul style="list-style-type: none"> • The Finance and Resources committee (FR) to meet regularly round the financial cycle to review and monitor the school budget and ensure that the school stays on track to build back the deficit budget plan. The FR committee to report back to the FGB regularly so all Governors are knowledgeable about the deficit position. • Cost considerations from the TLC and Pay panel to be presented to the FR committee for review and approval. FR to evaluate if proposed spending is consistent with school improvement priorities and projected income before approval given. • The FR committee to formulate the proposed budget plan for 2025-2026 and following 4 years, and that proposed spending is in line with school improvement priorities. To submit budget plan to the FGB and review monthly deficit headlines. • FR, TLC and FGB to evaluate the spending and impact of Catch-up Premium, Pupil Premium and Sports Premium resources through review of reports and data. To ensure necessary information is available on the website. • FR and TLC to review anonymised Performance Management records and ensure pay awards reflect the quality of teaching and leadership. • The FR committee to ensure budget is allocated to the priorities identified for the fabric, facilities and equipment of the school. • The FR committee to consider Local Authority benchmarking data annually, to review levels of expenditure in similar schools as a driver for evaluation of how school resources are spent to ensure best value. • The FR committee to ensure best value procedures are adhered to. • The FR committee to ensure statutory financial policies and procedures are reviewed and approved annually. • The FR committee to evaluate annually the financial procedures linked to the School Financial Value Standards (SFVS) and then produce an action plan to improve systems further, ensuring that the School Fund is externally audited on an annual basis and recommendations acted upon. 	<p>On-going</p> <p>On-going</p> <p>Apr 2025</p> <p>Sept 2024/on-going</p> <p>Nov 2024</p> <p>On-going</p> <p>On-going</p> <p>On-going</p> <p>Nov 2024-Mar 2025</p> <p>Oct 2024</p>	<ul style="list-style-type: none"> • The school deficit budget i prioritises spending on the priorities outlined in the School Development Plan and works to build back a balanced budget • Governors ensure best value so that the school makes best use of its financial resources. • Governors ensure that funding for Catch-up premium, Pupil Premium and Sports Premium has maximum impact on improved outcomes. • Governors ensure that Performance Management procedures are robust. Pay reviews are dependent upon the quality of teaching and leadership. • All financial policies and procedures are in place and comply with statutory legislation. • Financial procedures are robust and reflect best practice. Any identified improvements are identified in the SFVS Action Plan. • The external audit of School Fund evidences accurate accounting and robust procedures. Any recommendations are acted upon in a timely manner.



Governing Body Priorities 2024-2025

The Governor Action Plan indicates specific tasks and activity that will impact on the success of our school, identifying who may be responsible and the monitoring and evaluation taking place. From this we can summarise key priorities for the academic year which all contribute to our main focus of **recruiting a new Headteacher** and the **'Budget Improvement Plan'** to ensure our financial management systems are robust and we have a strategy for investing in the fabric, facilities and equipment of our school which enables quality education for all.

Priority One ~ Monitoring Strategy

- All governors understand and aware of the key areas driving the SDP to enable challenge and monitoring to make a positive impact on outcomes for all
- Ensure link governors are prepared for their role and responsibilities, carrying out regular monitoring and subsequent evaluation/reporting, including impact and progress across, and within, all groups of learners ensuring **an ambitious, cohesive and connected curriculum with reading at the heart**
- Complete an annual skills audit of governors, associate members and the clerk as well as a 360 degree review of the Chair for succession planning

Priority Two ~ Christian Distinctiveness

- Consider and confirm our school vision, ethos and core Christian values to continually embed in daily school life
- Working party to take the lead and steer the SIAMS focus, liaise with school staff and pupils reporting back to FGB regularly on progress and impact
- Explore collaboration with other settings and the Diocese to enhance the Christian distinctiveness of our school (communication strategy)
- Monitor and develop the impact of Collective Worship, including the **worship leader role**, and the **teaching of Religious Education across the school**

Priority Three ~ Communication strategy

- Create a **'parent voice'** to gather and seek views throughout the school, ensuring actions are communicated to all (initially Headteacher recruitment)
- Communicate effectively with parents to increase the retention of existing and attract new pupils (including newsletters, attendance at events, social media and Village / Parish magazine articles) and continue to spread school news to the wider community so we are **the school of choice**
- Ensure website compliance and maintenance so that everyone can find the information they need
- Re-establish links with local nurseries and pre-schools to promote the Early Years at school eg. story time, stay and play sessions, forest school opportunities
- Continue to promote the NGA Visible Governance campaign to raise awareness of the Governor role and impact in the school

Priority Four ~ Learning environment and resources

- Governors, leaders and stakeholders collaborate to develop an accurate view of the learning environment and its provision to align strategic priorities
- To ensure adequate funds are available to support our **school improvement goals** for the short and longer term to benefit all learners
- To investigate and explore other **areas of funding** we can access (grants, lottery, Greenham trust, Parish council CIL funds)
- To ensure the principle of 'good value' is always adhered to

