



**Strategic Focuses for Governor Work**

<b>Focus</b>	<b>Targets</b>	<b>Where to look for evidence by which to measure our progress</b>	<b>Hoped for impacts</b>	<b>Evaluation @ November 2018</b>
<b>A. Achievement of Pupils</b>	1. ensure all pupils make good progress and meet or exceed the Age Related Expectations	Regular reports from HT Annually IDSR report Annually Fisher Family Trust data Regularly the DfE ASP website. Reports from School Advisers.	A significant majority of pupils meets Age Related Expectations and a significant minority exceeds them	The OFSTED report of June 2017 and the ASP (Analysing School Performance) data from the DfE show clearly the good levels of progress.
	2. maintain a rich educational experience which encourages curious and independent learners	Curriculum policies Application of policies, seen in governor visits interviews with pupils termly curriculum reports to governors reports of new learning initiatives	monitoring in governor visits shows clearly that stated policies are practiced Discussions with pupils evidence cross curricular links HT lesson observations evidence pupils working independently assemblies evidence curiosity and independence among pupils	Seen in action on governor visits. Supported by parent governors. Science work seen by governors supports this. The new SEC observed good and outstanding teaching on her visit. Team work is always evident. The strong curriculum was recognized in the OFSTED report of June 2017. Work following HT's Zambia visit, the Victorian day, work around the Remembrance lunch, a visit from an Antarctic explorer all enriched experiences for pupils.
	3. ensure equality of opportunity for every pupil in access to learning	Equal Opportunities in Learning policy application of policy monitored by governors reports from HT discussions with pupils	discussion with pupils evidences perceptions of equality gaps in progress closing for CiC, PPG and SEND groups	Governor visits and parental comments support this. The PPG data is also supportive. The OFSTED report recognized equality as tangible in the school. The diocesan adviser on a recent visit noted that it is impossible in the school to pick out SEND or

				PPG pupils
	4. ensure the progress of each pupil is closely monitored and learning journeys are recognised and valued	evidence from HT of how progress is monitored for all pupils and in particular for vulnerable groups case studies of individual pupils	A case study of any pupil evidences close monitoring of progress and celebration (via for example the WoW Wall) of personal achievements	All the data presented by HT to governors shows this; discussions with HT also show very clearly. HT also good at getting evidence from teachers also. Question whether the school could do better in presenting data to govs. Agreed that there is plenty of easy to read/ transparent data.
<b>B. Behaviour and Safety of Pupils</b>	1. achieve consistently outstanding learning behaviours in all classes	Governor visits HT lesson observations interviews with pupils reports of reward systems that work in encouraging outstanding learning behaviours	A range of HT observations class by class shows only minor deviations from outstanding learning behaviours	This will always be a work in progress. Observations, visits, walkabouts are all evidence sources. Current challenges being well managed but means not all behaviours outstanding all the time but working very hard and using a range of techniques. The impacts of the interventions are evidenced. The aim is always to try to head off difficulties “at the pass”. The behaviours were graded as Outstanding by OFSTED.
	2. maintain a safe environment and support children to make independent choices about safety in the wider world	Health and Safety policy Health and Safety governor checks Application of the e-Safety policy interviews with pupils and discussions with staff reports on initiatives with pupils about making independent choices and safety in the wider world	survey of premises throws up no issues interviews with pupils indicate strongly an understanding of safety and an ability to make independent choices	H&S governor walk round with site manager – only two small items noted (see Resources mins). Forest School supports making choices. H&S governor had not talked with children on this occasion but School Council will appoint an H&S monitor who will produce a report. E-safety talk again well received by parents/carers.

	3. ensure the maintenance of courtesy and respect and deep understanding of the ERICERS	regular revisiting of the behavior expectations set by governors observations during governor visits discussions with pupils	behaviour logs show no issue re courtesy and respect discussions with pupils indicate no issue with courtesy and respect and a deep understanding of the ERICERS observations by governors indicate similarly	The Ericers tree had been well received. Governor visit to reading group had witnessed kindness to all genders and ages. The buddy system was working well. Evidence also in recent parent/carer survey.
	4. ensure the maintenance of commitment to, and practice of, the core Christian values identified by the school	interviews with pupils	pupils are able to articulate their understanding of the values and exemplify how they and their peers show them in practice	Rev Pete felt assemblies showed a good direction of travel. The SIAMS inspector had visited and had been pleased with what she saw. Unconscious behavior was the best. People have to believe the values and demonstrate by example. There was plenty of evidence available of that. The recent SIAMS inspection graded this aspect as Outstanding. The diocesan adviser stated that work on the Understanding Christianity resources stacks up very well against other schools.
	5. maintain the commitment to develop in each pupil a sense of self worth, which will impact on their interaction with and respect for others	teacher observations discussions with pupils behaviour logs	observations of School Council evidences observations of playground behaviour evidence discussions with pupils evidence	Parent governor experience at consultation evening shows staff understand pupil passions and care about them. Relevant pupils are flagged up to ancillary staff. The aim is a 360 <sup>0</sup> sharing of information among staff. Hobby assemblies, the worship group, understanding of the ERICERS all support this development. Important underpinning comes from the work on Emotional First Aid.
<b>C. Quality of teaching</b>	1. ensure highly effective teaching which leads to	reports from HT curriculum maps termly curriculum reports termly	HT reports indicate that the vast majority of teaching is good or better progress data in each class indicates	Development of teaching clearly supported by SDIP. Robust Performance Management

	outstanding learning opportunities and high levels of progress and achievement	governor visits data on progress and achievement	clearly that there are high levels of progress and attainment scrutiny of anonymized Performance Management Reviews evidences a robust and supportive system	system, reviewed by 2 governors. File available of governor visit reports, which provide evidence. Majority of lessons at least good with development/ support plans for those that are not. Curriculum webs and curriculum reports evidence outstanding learning opportunities. CLWB makes close analysis of data, which supports these conclusions. Use of the STEMnet Science materials has supported effective Science teaching.
<b>D. Leadership and Management</b>	1. ensure that the school is inclusive, celebrates and welcomes diversity and values each child	audit classroom/ communal displays which demonstrate the celebration of children's contributions to learning interviews with pupils interviews with parents/carers	interviews with random pupils and parents/ carers evidences these aspects significantly	From everything that governors see on the ground and in writing, and hear from pupils and staff there is no doubt about these aspects. See the OFSTED report <i>passim</i> . The recent trip to parliament for some pupils following HT's Zambia visit encouraged celebration of diversity.
	2. ensure that there are aspirational expectations for all pupils	HT reports and External Adviser reports showing targets for progress and attainment interviews with parents/ carers	a significant majority of pupils achieve the expectations set for them	Targets as seen and discussed by CLWB are aspirational. Data checks, along with the strategies for ensuring progress, also show from the numbers reaching AREs that there are high expectations. There are targeted interventions to ensure all pupils have aspirational expectations.
	3. maintain close monitoring and robust challenge of the school's practices	Governing Body and committee minutes Communications regarding curriculum	lack of glitches and crises all the bases covered consistently	This can be evidenced clearly from the minutes of FGB and committees. A table top exercise on crisis management is being

	and procedures			articulated..
	4. support the Headteacher and her team and be a critical friend to them	Governing Body and committee minutes Interviews with HT and team	discussions with HT and team evidences	HT wholeheartedly agreed that this is the case.
<b>E. Working with the community</b>	1. maintain and continue strong links with the Church and the incumbent	role, presence and relationships of incumbent assembly work of incumbent in school church services involving school Kidz Club	discussions with PCC governors and church members provides a positive picture reflections of Rev Pete evidence links	Open assemblies which include two governors are run by the incumbent. The incumbent is also involved with governors in the delivery of an after school fun short worship monthly – 3.30 Express.
	2. reach out to link to other village organisations and the wider community	HT reports	clear links evident to other village organisations school clearly supporting members of the community	Forest School provides a link. There are very productive links with the Festival Committee and the War Memorial committee. The Remembrance lunch entertained 20 older members of the community.
<b>F. Working with other schools</b>	1. continue to support development of the Colne Valley Collaboration and encourage closer collaboration in training and use of resources	HT reports	closer collaboration evidenced in training and use of resources group reports evidence impacts across a range of individual schools	The CVC sub groups are picking up momentum again. There is some shared training with other schools in CVC. Peer reviews with two other CVC schools have been very productive. We have an agreement with another CVC school for sharing governors for appeals when required.
	2. support development of links with other schools which impact favourably on provision for our pupils	HT reports	evidence available of improved provision for learning following links with other schools	There are developing links with Ramsey for Sports Day and some Zambia activities. Making ongoing and strong links with other schools is proving a challenge; however the diocese is

				<p>developing links with the Leeds Diocese and school has been asked to pilot it.</p> <p>After school clubs in liaison with secondaries, particularly in Science, are proving useful.</p> <p>The HT is mentoring another CE school HT.</p>
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