

6. Governance: Interim Executive Board

Key Priorities:

1. Improvement plans provide evidence that Leadership and Management is judged at least Good by Ofsted
2. Ensure Performance Management targets align with school priorities and that progress is monitored
3. Governance/ Leaders address the weaknesses identified in external reviews 2022

Priority	Key Duties	Lead Responsibility	When	Monitoring	Success Criteria	CPD/ Support	RAG rating
1 1:1 1:2 1:3 1:4	Strategic leadership overseeing: <ul style="list-style-type: none"> • Educational performance • Effective teaching and learning • Curriculum development • Robust assessment 	IEB HT HT/ LA/VNET HT/SLs HT/SLs	From July 2022 Sept 2022	<ul style="list-style-type: none"> • Data analysis of pupil results for end of year • Monitoring of teaching and learning in each school • Curriculum planning for year groups/mixed age classes • Assessment processes and records 	<ul style="list-style-type: none"> • Standards are in line with national expectations • Teaching is highly effective and enables pupils to make progress • Coherent curriculum that takes account of distinctive features of each school • Learning is evidenced through objective assessments 	CPD Training	
2 2:1 2:2 2:3	Governance Review progress: <ul style="list-style-type: none"> • School development plans • Self-evaluation • Performance management of staff 	IEB HT	From July 2022 On going	<ul style="list-style-type: none"> • Improvement planning formats • Self-evaluation documents and processes • Analysis of anonymised data for staff performance 	<ul style="list-style-type: none"> • Plans set clear and measurable targets for improvement/ website • Collaborative self-evaluation leads to effective outcomes • Staff work effectively to meet performance targets 	Coaching	
3 3:1	Hold Federation to account for: <ul style="list-style-type: none"> • Attendance 	IEB HT	From July 2022	<ul style="list-style-type: none"> • Attendance data and compliance with policy 	<ul style="list-style-type: none"> • Pupils' attendance meets at least national expectations 		

3:2	<ul style="list-style-type: none"> Safeguarding 	IEB HT	On going Termly	<ul style="list-style-type: none"> Review SCR, incidents data and policy /pupil voice/staff training records / Gov Minutes 	<ul style="list-style-type: none"> SCR checked/ safeguarding files on electronic system/ robust record keeping 	Safer Recruitment training DSL training
3:3	<ul style="list-style-type: none"> Health & Safety 	IEB HT /MMc		<ul style="list-style-type: none"> Premises check/Risk Assessments/ compliance with policy/ parking 	<ul style="list-style-type: none"> H&S audit action completed /COSHH evidence/ site is safe and secure 	
3:4	<ul style="list-style-type: none"> School Finance 	IEB HT/ MMc		<ul style="list-style-type: none"> Policy and Budget Reviews Financial management processes 	<ul style="list-style-type: none"> Compliance with Finance Policy Federation money is well spent 	Gov training

Evaluation				
	Summer Term 2022	Autumn Term 2022	Spring Term 2023	Summer Term 2023
Qualitative	<p>1.Action planning is focused on key development areas. CPD for curriculum planning and assessment is in place.</p> <p>2.Monitoring and self-evaluation processes are in place. Staff structure and SLT roles have been formalised.</p> <p>3.Robust Safeguarding processes are in place. H&S Audit reports received. Budget reviews submitted.</p>	<p>1.Ofsted Readiness briefing for staff meeting CPD Power of Reading & Assessment software Ofsted SA 16.11.22 and feedback action points</p> <p>2. T&L with curriculum monitoring. On-going curriculum development for progressions and coherence. Senior Teachers & subject leaders held to account. SL Action Plans discussed with IEB &</p>		

		<p>MR. further monitoring planned.</p> <p>3.Safeguarding processes reporting & actions taken. Increased effective use of CPOMS.</p> <p>H&S reports monitored on sites with lead staff. H&S monitoring on each site by IEB members/MMc.</p> <p>Budget reviewed MMH and reported to meetings.</p>																																																								
Quantitative	<p>National data not yet published. Y6 Reading at SA is still tbc.</p> <p>Headline data:</p> <table border="1"> <thead> <tr> <th></th> <th colspan="3">Y6</th> <th colspan="3">Y2</th> <th>Y1</th> <th>YR</th> </tr> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>R</th> <th>W</th> <th>M</th> <th>Ph</th> <th>GLD</th> </tr> </thead> <tbody> <tr> <td>AS</td> <td>91</td> <td>100</td> <td>100</td> <td>60</td> <td>80</td> <td>80</td> <td>75</td> <td>67</td> </tr> <tr> <td>H</td> <td>60</td> <td>20</td> <td>80</td> <td>60</td> <td>40</td> <td>80</td> <td>80</td> <td>0</td> </tr> <tr> <td>SA</td> <td>/</td> <td>23</td> <td>69</td> <td>60</td> <td>60</td> <td>40</td> <td>36</td> <td>100</td> </tr> <tr> <td>F</td> <td>/</td> <td>52</td> <td>83</td> <td>67</td> <td>60</td> <td>67</td> <td>56</td> <td>43</td> </tr> </tbody> </table> <p>Reading & writing to be CPD focus with new resources.</p> <p>Phonics teaching focus at SA.</p>		Y6			Y2			Y1	YR		R	W	M	R	W	M	Ph	GLD	AS	91	100	100	60	80	80	75	67	H	60	20	80	60	40	80	80	0	SA	/	23	69	60	60	40	36	100	F	/	52	83	67	60	67	56	43	<p>Headline data for EY, Phonics, KS1 & KS2 scrutiny and challenged at IEB meetings.</p> <p>Analysis of assessment data each term. Progress data improving.</p> <p>Curriculum resources updated for planning and progression of pupils learning.</p> <p>Phonics following SL action plan and Ofsted feedback.</p>		
	Y6			Y2			Y1	YR																																																		
	R	W	M	R	W	M	Ph	GLD																																																		
AS	91	100	100	60	80	80	75	67																																																		
H	60	20	80	60	40	80	80	0																																																		
SA	/	23	69	60	60	40	36	100																																																		
F	/	52	83	67	60	67	56	43																																																		