

## Governance: Interim Executive Board

### Key Priorities: 2023-24

1. 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 Areas for Improvement identified in 2022-23

Priority	Key Duties	Lead Responsibility	When	Monitoring	Success Criteria	CPD/ Support	RAG rating
1 1:1	Strategic leadership overseeing: <ul style="list-style-type: none"> <li>• Educational performance</li> </ul>	IEB HT	From Sept 2023	<ul style="list-style-type: none"> <li>• Data analysis of pupil results for end of year</li> <li>• Monitoring of teaching and learning in each school - focus on writing</li> </ul>	<ul style="list-style-type: none"> <li>• Standards are in line with national expectations</li> <li>• Teaching is highly effective and enables pupils to make progress</li> </ul>	CPD  Training	
1:2	<ul style="list-style-type: none"> <li>• Effective teaching and learning</li> </ul>	HT/ LA/VNET HT/SLs	Sept 2023	<ul style="list-style-type: none"> <li>• Curriculum planning for year groups/mixed age classes &amp; hold middle leaders to account</li> </ul>	<ul style="list-style-type: none"> <li>• Coherent curriculum that takes account of distinctive features of each school &amp; subject leaders are accountable</li> </ul>		
1:3	<ul style="list-style-type: none"> <li>• Curriculum development Embed subject leadership</li> </ul>	HT/SLs		<ul style="list-style-type: none"> <li>• Assessment processes/ records with consistency across the federation</li> </ul>	<ul style="list-style-type: none"> <li>• Learning is evidenced through objective assessments * progression in pupil books</li> </ul>		
1:4	<ul style="list-style-type: none"> <li>• Robust assessment with use of systems</li> </ul>						
2 2:1	Governance Review progress: <ul style="list-style-type: none"> <li>• School development plans</li> </ul>	IEB HT	From Sept 2023	<ul style="list-style-type: none"> <li>• Improvement planning formats</li> <li>• Establish local governing body</li> </ul>	<ul style="list-style-type: none"> <li>• Plans set clear and measurable targets for improvement/ website</li> </ul>	Coaching	
2:2	<ul style="list-style-type: none"> <li>• Develop governance</li> </ul>		On going	<ul style="list-style-type: none"> <li>• Self-evaluation documents and processes</li> </ul>	<ul style="list-style-type: none"> <li>• Governing body is sustainable</li> </ul>		
2:3	<ul style="list-style-type: none"> <li>• Self-evaluation</li> </ul>			<ul style="list-style-type: none"> <li>• Analysis of anonymised data for staff performance with new targets</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative self-evaluation leads to effective outcomes</li> </ul>		
2.4	<ul style="list-style-type: none"> <li>• Performance management of staff</li> </ul>			<ul style="list-style-type: none"> <li>• Staff work effectively to meet performance targets</li> </ul>			

3	Hold Federation to account for:	IEB	From Sept 2023 On going Termly	<ul style="list-style-type: none"> <li>Attendance data and compliance with policy</li> <li>Review SCR, incidents data and policy /pupil voice/staff training records / Gov Minutes</li> <li>Premises Site check/Risk Assessments/ compliance with policy/ parking</li> <li>Policy and Budget Reviews</li> <li>Financial management processes</li> </ul>	<ul style="list-style-type: none"> <li>Pupils' attendance meets at least national expectations</li> <li>SCR checked/ safeguarding files on electronic system/ robust record keeping</li> <li>H&amp;S audit action completed /COSHH evidence/ site is safe and secure</li> <li>Compliance with Finance Policy</li> <li>Federation money is well spent</li> </ul>	Safer Recruitment training DSL training	
3:1	<ul style="list-style-type: none"> <li>Attendance</li> </ul>	HT					
3:2	<ul style="list-style-type: none"> <li>Safeguarding</li> </ul>	IEB HT					
3:3	<ul style="list-style-type: none"> <li>Health &amp; Safety</li> </ul>	IEB HT /MMc					
3:4	<ul style="list-style-type: none"> <li>School Finance</li> </ul>	IEB HT/ MMc				Gov training	

Evaluation				
	Summer Term 2023	Autumn Term 2023	Spring Term 2024	Summer Term 2024
<b>Qualitative</b>	<p>1.Action planning is focused on key development areas. CPD and support for curriculum planning and assessment is in place.</p> <p>2.Monitoring and self-evaluation processes are in place. Staff structure and SLT roles are finalized.</p> <p>3.Robust Safeguarding processes are in place. H&amp;S Audit reports received.</p>			

	Budget reviews submitted.																																																
<b>Quantitative</b>	<p><b>July 2023 Academic Results</b> National data not yet published.</p> <p>Headline data:</p> <table border="1"> <thead> <tr> <th></th> <th>Y6</th> <th></th> <th></th> <th>Y2</th> <th></th> <th></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>63</td> <td>25</td> <td>50</td> <td>75</td> <td>63</td> <td>75</td> <td>100</td> <td>25</td> </tr> <tr> <td>H</td> <td>100</td> <td>20</td> <td>100</td> <td>40</td> <td>60</td> <td>20</td> <td>0</td> <td>0</td> </tr> <tr> <td>SA</td> <td>100</td> <td>40</td> <td>40</td> <td>69</td> <td>62</td> <td>69</td> <td>-</td> <td>57</td> </tr> </tbody> </table> <p>Reading &amp; writing to be CPD focus with new resources. Phonics teaching focus. [Hapton got 100% in every SATS test, but only one child achieved expected in writing, which is what brought this down for combined.</p> <p><b>Power of Reading - impact of the investment is really clear as reading has the highest outcomes across the schools.</b></p> <p>SEN have done really well. At All Saints, 50% of our EHCP children achieved EXS in reading; Hapton 100% in all test subjects apart from writing; SA 100% reading.</p> <p>PP - Hapton (1 pupil) 100% Reading, SPAG and Maths, AS (4 pupils) 50% Spag, 50% Reading, 25% Maths; SA (1 pupil) 100% reading.]</p> <p><b>2022 -23 Attendance</b> data to meet at least national standards <b>AS 94% H 93.4% SA 94%</b></p>		Y6			Y2			Y1	YR		R	W	M	R	W	M	Ph	GLD	AS	63	25	50	75	63	75	100	25	H	100	20	100	40	60	20	0	0	SA	100	40	40	69	62	69	-	57			
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