

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

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

Evaluation				
	Summer Term 2023	Autumn Term 2023	Spring Term 2024	Summer Term 2024
Qualitative	<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.</p>	<p>CPD is focused on improving the teaching of phonics, reading and writing.</p> <p>Lesson observations are linked with the key priorities for staff.</p>	<p>Teaching of phonics supported by Wensum Hub. Power of Reading training updated and focus on teaching of writing.</p> <p>Lesson monitoring with feedback to staff.</p>	<p>Phonics teaching has had a positive impact on the Y1 Phonics results and the Y2 retakes. Reading results are strong with use of the new Power of Reading resources and training. Writing and maths will continue to be focus for development. Subject leadership monitoring has been effective and this will continue to be focus for new subject leaders.</p>

	H&S Audit reports received. Budget reviews submitted.	Safeguarding, training, processes and practice are effective. H&S check on sites. Budget is reviewed efficiently and is in a good position going forward.	Subject leaders report to IEB. Safeguarding updates and reports to IEB. H&S actions taken on school sites. Budget revisions show good financial management and surplus going forward.	H&S actions have been taken to secure site safety and improvements. Budget is robust and is able to support the planned developments for staffing and resources.																																																																																										
Quantitative	<p>July 2023 Academic Results 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>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 & 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. Power of Reading - impact of the investment is really clear as reading has the highest outcomes across the schools. 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. PP - Hapton (1 pupil) 100% Reading, SPAG and Maths, AS (4 pupils) 50% Spag, 50% Reading, 25% Maths; SA (1 pupil) 100% reading.] 2022 -23 Attendance AS 94% H 93.4% SA 94%</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	<p>Assessment takes place regularly and results are monitored on Pupil Tracker.</p> <p>Attendance has improved in all 3 schools since this time last year and across the Federation: 2023 93.93 % 2024 96.45% The Persistent Absentees are closely monitored supported. Appropriate letters are sent to parents.</p>	<p>Regular tracking of attainment and progress reported to IEB.</p> <p>Attendance monitoring shows improved data across the federation. Letters sent to parents as required.</p>	<p>July 2024 Academic Results 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>86</td> <td>29</td> <td>29</td> <td>-</td> <td>-</td> <td>-</td> <td>100</td> <td>60</td> </tr> <tr> <td>H</td> <td>43</td> <td>29</td> <td>43</td> <td>-</td> <td>-</td> <td>-</td> <td>75</td> <td>0</td> </tr> <tr> <td>SA</td> <td>75</td> <td>63</td> <td>63</td> <td>-</td> <td>-</td> <td>-</td> <td>100</td> <td>100</td> </tr> </tbody> </table> <p>Assessment of other subjects is monitored using Target Tracker system.</p> <p>Attendance Pupil attendance is a priority for school leaders and this has shown a significant improvement over recent years and is above national averages. 2023 -24 Attendance current data AS 96% H 95% SA 95%</p>		Y6			Y2			Y1	YR		R	W	M	R	W	M	Ph	GLD	AS	86	29	29	-	-	-	100	60	H	43	29	43	-	-	-	75	0	SA	75	63	63	-	-	-	100	100
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