

# LUNSFORD SCHOOL GOVERNORS' STRATEGIC PLAN

Governors' Three Year Strategic Plan and Vision 2024-2027



## Lunsford Vision and Values

**At Lunsford we aim to create a nurturing, creative and inspiring environment which enables us to have valued, happy and independent learners.**

**We achieve this through our whole school learning culture, which includes:**

**Our school believes that there is no limit to what our pupils can achieve, and it is our privilege to nurture the potential talents of all our pupils, to develop individual character and skills and to provide them with an effective springboard for their future and equip them to be enthusiastic life-long learners: a “Journey of Success and Excellence” for every child at Lunsford.**

## Our Values

**We are Kind                      We are Respectful                      We are Positive                      We Persevere                      We are Responsible                      We are Hard Working**

This Governors' Strategic Plan sets out the actions for the Governors to deliver in their key role of setting the strategic direction of Lunsford Primary School and monitoring achievements against the objective of continuous improvement. It provides a foundation for, and is developed alongside, the annual School Development Plan and Annual Governor Strategic Plan which is formulated by the Head Teacher; SLT, Governors and school staff and covers detailed improvements.

This plan sets out our strategies for the next three academic years, to ensure our children continue to achieve in all areas of their development and aims for our school to attain the highest possible standards. Towards the end of this period, our continuous review/monitoring processes will enable us to develop a subsequent plan; building on its success. It is important to recognise that the school already has significant strengths to build on; as well as areas where we will continue to focus our efforts and continue to develop. One of our strategic aims, which is the most important, is to improve outcomes for all children. This can be supported through collaboration with other schools.

### **Vision Improving progress for all of our children, to enable them to achieve their potential**

As Governors, we continually strive to promote the effectiveness of our school by working alongside our staff. This strategic plan sets down the school aims, for the next three years, and how we develop and monitor that effectiveness, on a termly basis, over the academic year. In addition, we have an Annual Governor Business Plan which guides agendas and visits. Any necessary adjustments, or amendments, will be made at termly review points. We see it as a 'work in progress', as the school implements the National Curriculum; developing new schemes of work and lesson plans. In formulating this plan, the Governors have taken into account the school's vision; its aims, values, ethos and its self-evaluation processes, which we, collectively, have already established with all staff.

Governors continually support the Head teacher, SLT and the rest of the school staff in these areas and will maintain our crucial role in monitoring the effectiveness of teaching and learning across the school. We recognise the importance of quality Leadership, at all levels, in promoting outstanding Quality First teaching and learning. We want our children to be challenged, engaged and achieving their potential, with highly motivated teachers and non-teaching personnel who are themselves supported by a full range of in-service training, staff wellbeing monitoring and support, rigorous Performance Management and monitoring; with access to effective resources, including human resources.

We will continue with support and challenge at our school, by working with the school, having discussions with the school, and observing all school practices, encompassing the full range of school personnel. By working alongside our school staff, we are able to assess the effectiveness of the School's Development Plan; the process for reviewing and determining this being something we do annually with Senior Leaders and Governors

Our Vision, as Governors, is to see our school improving progress for all of our children, to enable them to achieve their potential. We want to see excellent Teaching and Learning, delivered by highly motivated leaders, teachers and co-ordinators. We want our children to acquire knowledge, skills and attitudes, which will promote personal success, whilst at Lunsford Primary School, and encourage a thirst for lifelong learning as they enter KS3 and beyond.

Finally, but most importantly, we recognise the importance of staff knowing that we, their governors, are fully committed to Lunsford Primary School; that we promote our strategic vision through a collaborative working relationship with them, at all times, as they deliver daily the detail, through which our strategic plan is implemented.

### **Rationale**

The school was last inspected under the OFSTED framework in June 2023 retaining the status of GOOD awarded in November 2017. This Strategic Plan is determined by our continued ambition to continue to be at least a “Good” school. The Governors’ vision for aiming for this status is firmly rooted in our foundation of providing each child in our school with an inspirational education, based on academic achievement combined with personal, emotional and social development.

In the ever-changing educational landscape, the school is confident in looking forward. We remain absolutely committed to meeting the needs of all our pupils, helping them realise their potential and move with confidence onto the next phase of their lives. This strategy sets out the key objectives for the school over the next three years to 2027, to enable us to continue to raise achievement and standards, to further build on our good reputation within its well-respected community.

### **Strategic Priorities**

Lunsford School experienced a significant challenge in 2021-22. A major roof repair has meant that the whole school will be moved into a Mobile Complex on the school field. Our roof repair provided us with a significant update of the facilities including modern windows and lighting and our head was able to negotiate internal alterations which allowed the library to become the central hub of the school to support our focus on reading and writing. Since our return to our own building November 2022. We still await the return of the school field to a condition suitable to its purpose and continue to lobby the Local Authority to complete this task.

Part of the Governing Body’s core strategic function is to hold the head teacher to account for the educational performance of the school, its pupils and staff, and to oversee the financial performance of the school, making sure its money is well spent. This will be achieved by rigorous monitoring of the School Development Plan through Governor Visits and other monitoring as well as pupil data and other data.

Teachers will be provided with appropriate professional development and monitored to ensure that the teaching they deliver is of the highest standard. The Governing Body is itself responsible for ensuring that the training of its own individual members is regularly updated and that self-assessment appraisal and skills audits are completed on an annual basis.

#### **Our Strategic priorities are:**

1. To improve and reflect on effective governance to increase its impact on the whole school.
2. Develop, support, recruit and retain a dedicated staff team, providing opportunities for early leadership, prioritising excellence in teaching and learning, combined with developing middle leaders as well as the SLT. To continuously improve and sustain the quality of teaching and learning so that it is consistently good or outstanding in all lessons, through rigorous monitoring and effective staff development and to adapt the curriculum and methods used to the ever-changing needs to of the pupil cohort and of society as a whole.
3. To ensure that all children make or exceed expected progress and achievement, by maintaining high standards and ensuring that children are independent learners; that they continue to be focussed on learning and tapping into effective basic skills, as well as mastery with a particular emphasis on early skills such as phonics adapting to the changes to the changes in the Year R intake... We look to improve achievement and progress in all areas, for all children, ensuring that the children experience challenge and paying particular attention to disadvantaged children, those with SEN and high prior attainers as well as having an additional focus on wellbeing for all.
4. Maintain and strengthen relationships with children, families and the wider community; through development of alternative opportunities in school and through, community events, newsletters and performances as appropriate to circumstances. To work with parents to improve the quality of support they can offer their children with reading, writing and mathematics
5. To ensure children are developing transferable skills particularly those of engaging with their own learning within a broad, inspirational, aspirational and rich curriculum, tailored to the needs of the children and Lunsford Primary School, as well as achieving the national agenda. To ensure that all subjects are tracked to ensure that pupils are progressing in these and to assess where appropriate their contribution to the core subjects of reading, writing and mathematics.

6. To continue strong financial and pro-active budget management, through continual re-evaluation of cost effectiveness, premises maintenance and improvement, strategic planning of future staffing investment and prioritising and reviewing the impact of spending; including pupil premium, sports premium, recovery funding and SEND funding. To improve and enhance the school environment particularly the outside area to maximise the impact on the children's learning as well as on the children and staff well-being bearing in mind staff workload too.
7. Support school to help our children build good mental health and ensure that all children are safe, feel safe and are happy, resilient and confident; displaying good behaviour at all times.
8. Consolidate partnership working, together with Local Authority consultants as necessary, on school improvement through monitoring and evaluation

#### **Strategic Management**

The School Development Plan and the Governors Annual Business Plan is written in the second half of the summer term using data, audits and information from all stakeholders and is regularly updated to target areas for development. The SEF is continually reviewed and updated by the SLT who amend and report to governors at least annually.

Strategic management involves a period of reflection and evaluation of the school's current status, combined with forward thinking about future education initiatives and projections relating to the potential budget and pupil numbers. Plans that emerge meet:

- The demands of the school and its community;
- The aims, values and culture of the school;
- The available resources, whether financial, human or material

#### **Strategic Plan to School Development Plan checklist**

The following criteria should be considered when applying the Strategic Plan to the School Development Plan:

- There is a clear link between the strategies chosen in the SDP and the school's Strategic Direction priorities.
- That the strategy and actions are comprehensive (addresses all the issues) and appropriate (makes sense in terms of the school's purpose, values and environmental context)
- That the strategy is feasible (can be developed with the school's resources) and sustainable (is enduring) over the three-year period
- That the achievement of the key improvement strategies can be operationalised and measured (broken down into actions)
- That the key improvement strategy is easily understood and able to be articulated in simple terms to staff and the school community
- That data and other evidence of achievement can be collected and reported on regularly, and that staff and the Full Governing Body are made aware of the SDP.

- **Review**

This plan has been developed and agreed by the full governing body. It will be reviewed annually.

#### **Strategic plan 2021-2024**

What we do well	Strategic Target 2024-27	Responsibility	Aims 2024-25	Review
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**1. Governance** - To improve and reflect on effective governance

Long term focus- To ensure that there is forward progression within the governing body, that membership is sustained at its current size and that all governors are able with training to competent undertake their monitoring and challenge role.

Current long-term governors are pro-active, providing challenge, support and acting as “critical friends”, ensuring the leadership team is supported in their commitment to high standards of leadership, which impacts on children’s learning

Governors include a number of new members who are becoming more confident in planning the strategic direction of the school and following up their statutory responsibilities with advice and guidance. Planned changes in roles are underway.

Ofsted Comment June 2023

Governors use expertise and dedication to provide effective support and challenge. There is shared ambition across governors and leaders to give every pupil the best chances in life.

Recruitment processes and staff records are managed expertly. Governors stay well informed and hold the school to account for safeguarding.

To ensure that there is progression within the governing body.

Ensure all governors are fully engaged in the school’s development and maintain a balanced skill set to support the working life of the school.

Continue to challenge and support the school in the role of a “critical friend”

To build a productive and supportive relationship with the head teacher, whilst holding them to account for school performance and taking hard strategic decisions in the light of objective data.

To enhance our existing provision for business management.

FGB, SLT, SDP, outstanding governance  
FGB/SDP/ performance management/  
link governors

Plan CPD and recruitment to support actions from the Governors Skills audit

Review process for recruiting governors with needed skills to enhance the governing body

Continued use of training and clerk advice as necessary to enhance governors’ effectiveness.

Setting and monitoring the Strategic Development and performance of the school.

Headteacher performance management governors and FGB to hold head teacher to account

Strategic 3 year plan developed by governors, agreed and progress reviewed regularly

Requisite visits into school for link governors and SDP monitoring planned for Governor Visit Days

## 2a.Leadership, governors and staff

*Long Term Focus- School Development continues and every stakeholder makes a significant contribution for leading change*

<p>We have a strong and supportive Senior Leadership team, which is committed to school development.</p> <p>Staff are committed to the needs of pupils and readily take on new initiatives</p> <p>The Governor team has been extended and has new members with developing skills commensurate with their role and a keenness to become involved</p>	<p>To implement an effective planned programme of continuous development and succession planning in school and governance.</p> <p>To ensure SLT and Governors attend briefing updates to ensure they are aware of changes to methods and regulations</p> <p>To provide sufficient early CPD for new subject leaders and governors to become proficient in their roles</p>	<p>FGB, SLT, SDP, Governors Training Plan</p>	<p><b>Senior and Middle Leadership</b></p> <p>Continue to develop Senior and Middle leaders to enhance outcomes for the school and distributive leadership.</p> <p>Middle leaders support school improvement providing direction, guidance and expertise in their area.</p> <p>Subject leaders are able to talk confidently about standards across the school in their subject, including identification of any vulnerable groups, what is in place to support them, and what impact this support is having.</p> <p>Embed Quality Assurance Reviews in subjects to drive high quality outcomes across foundation subjects</p> <p><b>Assessment</b></p> <p>To continue to rigorously monitor the effectiveness and impact of assessment information upon pupil progress with a focus on Bottom 20%/SEN/PP/DD</p> <p>Leaders ensure that all staff make effective use of assessment information to adapt learning across the curriculum for all pupils</p> <p><b>Engagement of wider school community</b></p> <p>Improve opportunities for parents/ carers to engage with school life and each other.</p> <p>Parents have an accurate understanding of their child's attainment and progress and understand how they can support their child at home with an increase in participation and attendance at School Curriculum Parental Workshops</p> <p><b>Staff Development and Training</b></p> <p>Programme of CPD for new subject leads in place.</p> <p>Structured high quality CPD – of which staff are given joint ownership – which is tailored to the needs of both the individual and the culture and direction of the school.</p> <p><b>Wellbeing</b></p> <p>Staff feedback around well-being is collated and analysed by the Senior Leadership Team;</p>	
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			Staff well-being working party continues to support the reduction of workload and enhancing wellbeing.  Governors have succession plan in place.	
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## 2b. Staff morale - Maintaining a stable and dedicated staff team

**Long Term Focus-To ensure staff wellbeing is maintained and that work conditions do not affect staff reasons for resignation**

Safeguarding, health and well-being have a clear priority within the school and runs alongside the ethos and curriculum of the school Our staff tend to stay for many years but recently some staff have left over work-life balances. Staff are invited to Chair of Governor feedback following Governor Visit Days and a summary e mail provided for all staff. <a href="#">Ofsted Comment June 2023</a> <a href="#">Staff are dedicated and proud. Leaders manage workload and well-being with care.</a>	Utilise the process for staff well-being, where staff are given the opportunity to be listened to and feel valued and supported in achieving a healthy work life balance.  Undertake any outcomes of the staff well-being process to have a positive impact.	FGB, SLT, SDP, staff governor	<b>Wellbeing</b> Staff feedback around well-being is collated and analysed by the Senior Leadership Team;  Staff well-being working party continues to support the reduction of workload and enhancing wellbeing.	
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## 3. Pupil achievement - To ensure that all children make or exceed expected progress and achievement

**Long Term Focus - A rich, exciting and engaging curriculum is delivered through good and outstanding teaching**

**To ensure the effectiveness of the Early Years Provision: Quality & Standards**

Attainment on entry is broadly in line with age related expectations and most children make ARE and above progress across all age groups.  The EYFS curriculum has been reviewed and plans are in place for 2024onwards  <a href="#">Ofsted Comment June 2023</a> <a href="#">Children make a strong start in early years. Staff aim high, encouraging children to acquire language and number skills swiftly. Tasks are well designed and purposeful. Children show high levels of engagement.</a>	Some children are below age related expectations on entry and these progress more slowly in KS1. The implementation of new EYFS standards and SEN support in EYFS will continue to be used to ensure these pupils catch up with their peers.  To ensure that the provision of outstanding education continually evolves and adapts to changes in the cohort and to ensure that LPS pupils make above the National average in expected progress in reading, writing	FGB, SLT, SDP, link governors EYFS, standards governor, pupil/sport premium governors, attendance governor SEND link governor	<b>Pupil Achievement</b> Close gaps to national in all KS2 outcomes.  Ensure in particular that reading provision across the school is maximizing pupil's progress.  Put in place robust plans to support 2024/25 Y1/Y2 and Y6.  Prioritize diminishing the difference for SEND Support	
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<p>Mathematics teaching is impressive across the school. Recall activities are used daily to help pupils rehearse and embed their number skills.</p> <p>Pupils with special educational needs and/or disabilities (SEND) use resources such as bespoke abacus equipment and visual aids to help them.</p> <p>By the end of Year 6, work in books is of a high standard. For example, pupils achieve well with algebra, fraction calculations and investigation work</p>	<p>and maths when measured against age related expectations dependent upon the cohort profile.</p> <p>To ensure the progress of children have barriers to learning / are eligible for pupil premium are closely tracked against their peers on at least 3 occasions throughout the year using Target Tracker and other data driven means and that a summary analysis is included within HT reports for discussion with governors</p> <p>To monitor improvements in the quality of phonics, reading and writing through the use of new programmes, teaching initiatives and other approaches and review odata for phonics results in KS1 and maths, reading in KS2 and spelling across the school.</p> <p>To ensure appraisal targets for class teachers and subject leaders are linked to pupil achievement targets.</p>		<p>Improve outcomes for mid-phase admissions with particular focus on PP/EAL/ SEND</p> <p><b>Assessment</b></p> <p>Continue to review and implement an effective and purposeful assessment system for the foundation subjects. Link with L&amp;M targets.</p> <p><b>Curriculum</b></p> <p>Prioritize the continued development of cultural capital, particularly enhancing the curriculum through increasing trips, fieldwork and visitors.</p> <p><b>Reading</b></p> <p>To continue to promote reading throughout the school</p> <p><b>Writing</b></p> <p>To review and implement revised writing scheme in order to improve outcomes in writing across both key stages.</p> <p>Prioritize a particular focus on quality, content and stamina in writing.</p> <p>Science</p> <p>Achieve Quality Mark for Science</p> <p><b>EYFS/KS1/KS2 OUTCOMES</b></p> <p>At the end of the EYFS, a provisional target of 70% ? has been set for the number of children to receive a Good Level of Development.</p> <p>At end of KS1 at least 65% of children to achieve an expected level of attainment in RWM. – 65.5% Combined RWM KS1</p> <p>At KS2 50% of children to achieve expected levels in Reading, Writing and Maths.</p> <p>60% in each separate subject</p> <p>Phonics</p> <p>82% pass rate of Phonics Screening test with 90% passing phonic screening test in Y2</p>	
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#### 4. Parents and the wider community (effective communication with parents) - Maintain and strengthen relationships with children, families and the wider community

##### Long term Focus Increase engagement of wider school community

<p>We work hard to develop and maintain effective communication between all stakeholders. However, the move to mobile accommodation presented a challenge which has had to be overcome.</p> <p>Class communication has been used and head produces regular newsletters at suitable intervals with occasional Chair contributions as appropriate. Opportunities previously offered to parents to become involved with their children's learning and school life, open days, parent/carer forum, enhanced school events, were arranged pre- lockdowns and move to Mobile School and have been reintroduced since returning to the school building.</p> <p>.</p>	<p>Ensure communication is maximised and engages all members of the school community by using a variety of communication methods to provide regular, clear and accurate information about the school and its successes.</p> <p>Ensure parents and school staff are aware of the monitoring role of governors</p> <p>Create alternative opportunities for parents to interact with School life such as Inspiration Days and single class productions</p> <p>Consider the views of parents through questionnaires, the views of the children through pupil voice and learning walks, and staff through staff wellbeing interviews and subject and phase links.</p>	<p>FGB, SLT, SDP, all teaching staff</p> <p>Wellbeing Governor, EYFS Governor</p>	<p>Improve opportunities for parents/ carers to engage with school life and each other.</p> <p>Parents have an accurate understanding of their child's attainment and progress and understand how they can support their child at home with an increase in participation and attendance at School Curriculum Parental Workshops</p>	
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**5a Quality of teaching** - Ensure children are developing transferable skills

*Long Term Focus - A rich, exciting and engaging curriculum is delivered through good and outstanding teaching and personal support*

<p>We have a wide and varied curriculum and a commitment to personal development, provides the children with a wide range of experiences and support to give them the building blocks for the future.</p> <p>We provide children with high quality education through o Quality First teaching and learning</p> <p>Ofsted Comment June 23 Staff are dedicated and proud. Leaders manage workload and well-being with care. Governors use expertise and dedication to provide effective support and challenge. There is shared ambition across governors and leaders to give every pupil the best chances in life</p>	<p>To continue to improve a curriculum that provides opportunities for children to lead their own learning and to ensure that foundation <b>subjects are monitored for their contribution to learning and core subjects.</b></p> <p>To ensure that assessment is used effectively in every subject to ensure that pupils know and remember more across the whole curriculum</p> <p>To ensure ALL lessons ALL pupils to achieve to the best of their ability.</p> <p>To ensure that workload is realistic to allow Quality First to be teachers focus</p> <p>To ensure effective keystage writing moderation is in place using local partnership</p>	<p>FGB, SLT SDP, management Governor, SDP link governors</p>	<p><b>Pastoral support</b></p> <p>Close attention to pupil's social and emotional needs and well-being is embedded within the school culture, led by a strong Wellbeing Team and supported by a range of initiatives including Nurture UK programme.</p> <p><b>Pupils' physical and mental health and well being</b></p> <p>Ensure a balanced and healthy lunch provision including a focus on healthy eating and including wraparound care.</p> <p>At achieve or work towards achieving Healthy Schools Gold Award</p> <p><b>Outdoor Learning/ Inspiration Days/ Extra Curricular provision</b> Continue to increase in participation of lunchtime and after school clubs offer especially in selected groups (SEN/ PP).</p>	
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**5b. Personal Development**-ensuring pupils develop the skills needed to play a full part in society

*Long Term Focus -*

*To nurture children who show respect, consideration and responsibility for others and their environment at all times, both within the school and the wider community.*

*To encourage and inspire all pupils to achieve their true potential academically, socially, emotionally and physically through effective inclusive practice.*

<p>Lunsford pupils are seen to polite and well behaved A wide range of additional experiences are organised including visits, art trips and experiences like justice talks and fire station experiences.</p> <p>Ofsted Comment June 2023 This school prepares pupils well for the future. Visits from a magistrate and an exoffender teach pupils about the law and the justice system. A charity visits to help pupils understand how to manage money. Trips to the fire station educate pupils about fire safety. Pupils fulfil leadership roles such as prefect, librarian and house captain. Others are ambassadors for school values, the environment, anti-bullying or online safety. Pupils enjoy regular ‘inspiration days’, offering enrichment opportunities across the school.. Well-being is embedded into experiences such as outdoor learning and mindfulness clubs. Pupils’ sporting skills are nurtured through local competitions involving archery, swimming and athletics..</p>	<p>To nurture children who show respect, consideration and responsibility within the school and wider community. To encourage and inspire pupils to meet full potential academically, socially and physically.</p> <p>To develop responsibility through pupil roles such as prefects and ambassadors</p>	<p>FGB/SLT/Outdoor Governor /Wellbeing Governor/all governors</p>	<p><b>Attendance</b> Urgently reduce persistent absenteeism.</p> <p><b>Behaviour</b> Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including the classroom/ break/ lunchtimes</p> <p>To ensure pupils consistently have highly positive attitudes and commitment to their education; they demonstrate the school’s core values.</p> <p>Review data analysis using CPOMS, pupil surveys/ parent surveys/ staff surveys</p>	
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**6. Finance** - To continue strong financial and pro-active budget management

*Long Term Focus - Full value for money is achieved and resources are used effectively*

We are making effective use of limited available funding and attempt to secure additional bids and grants. Prior to Mobile move we had regular letting income from Zumba classes and a Community Church ( which provided equipment as well as letting money). Once our field is returned to us in suitable condition there will be opportunity to let this for holiday and other clubs.

Ensuring that finances are being spent where they will have the greatest impact, whilst giving due consideration to H&S, safeguarding and best value.

Ensuring that pupil numbers are sustained by an excellent provision, marketing and assessment of parents needs.

To improve our 3 year budget forecast by procuring even more funding for projects.

To review staffing on a regular basis to ensure these costs are efficient.

FGB, SLT, SDP,  
, Finance Governor,  
business manager

*Premises*

*Work closely with agencies to reduce energy costs and emissions*

Investigate and secure further sources of funding to support additional projects in school:

Development of Forest School Learning Area and Wellbeing areas

To ensure value for money from funding:

- PE Sports Premium
- Pupil Premium

To ensure pupil number are sustained by provision of all round care in conjunction with Brookfield School

## 7. Relationship with the local school consortium - Consolidate partnership working across the local community

<p>We have positive links within the local consortium and beyond. We share good practice, experiences and offer support and welcome this in return. We have attended a local secondary school for science sessions and have provided moderation support to local primary schools</p> <p>We work together with the other two schools on our school site to ensure that our children and parents are safe.</p> <p>We have links with our Catering Provider and Tesco which provide teaching and learning opportunities and arrange visits to local facilities like the fire station. We have a new LA advisor with whom the headteacher has met and head and governors use reports to guide improvement.</p> <p>All Round Care has been reviewed as a need in the local area and could improve retention in Year R. An agreement has been reached with other two schools on site to provide this and will commence in September 2024</p>	<p>Continue to develop effective links both locally schools to create new opportunities for teaching and learning and All-Round Care</p> <p>To utilise local partnership for writing moderation and subject specific training</p> <p>To provide pupils with Cultural Capital by investigate more opportunities to involve local businesses, facilities and people in teaching and learning activities</p>	<p>FGB,  Governor with specific responsibility for links to the community</p>	<p>To review All Round Care facilities</p>	
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**10.Pupil well-being and resilience** - Ensuring that all children are safe and happy

*Long Term Focus - To provide a happy, caring and secure learning environment where everyone thrives through feeling safe, confident and valued and the well being of each and every individual is a priority.*

<p>We provide regular opportunities throughout the year to give parents feedback about their child's learning</p> <p>We have developed the wellbeing programme for all pupils, staff and additional support for those in need</p> <p>Behaviour in the school is generally very good but there have been difficulties with a small number of children.</p> <p>Attendance is above national standards but there are a number of pupils with poor attendance</p> <p>Ofsted Comment June 2023 Staff expectations of pupils are high and met. Relationships are kind and caring. Pupils feel safe, happy and proud of their school. At playtimes, everyone stays active and happy. Younger children are thrilled to enjoy games led by older pupils. Pupils treat each other with kindness and respect</p>	<p>To provide a happy, caring and secure learning environment where everyone, staff and pupils alike, thrive through feeling safe, confident and valued.</p> <p>To actively promote positive well being and mental health and ensure children know how to develop own wellbeing and display resilience and thrive in adverse situations.</p> <p>To improve attendance figures especially those with persistent absence through pupil rewards, parental interviews and LA enforced sanctions</p> <p>To ensure that the Behaviour Policy is set annually and that it is followed by all pupils and staff alike with parents informed at all stages.</p>	<p>FGB, SLT, SDP</p>	<p><b>Attendance</b></p> <p>Urgently reduce persistent absenteeism.</p> <p><b>Behaviour</b></p> <p>Further enable teaching support staff to implement a consistently inclusive and understanding approach to behaviour, including the classroom/ break/ lunchtimes</p> <p>To ensure pupils consistently have highly positive attitudes and commitment to their education; they demonstrate the school's core values.</p> <p>Review data analysis using CPOMS, pupil surveys/ parent surveys/ staff surveys</p>	
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