

# GOVERNORS' REPORT

## 1. INTRODUCTION

The Governing Body (GB) was reconstituted in September 2015 and has 12 members: 3 Parents, 1 LEA, 1 Staff, 1 Head and 6 Co-opted Governors. As part of the reconstitution process, the GB carefully considered its strengths and weaknesses. The new constitution was felt to provide a sufficiently broad and balanced GB that possessed the appropriate skills to undertake its duties diligently without having more people than required. All governors actively contribute, utilising their own relevant skill sets and experience to promote the success of the school.

There is currently one Parent Governor vacancy as Zamrina Durrani stepped down due to other commitments. This position will be advertised to parents at the start of the 20/21 school year. The next term of office for a governor ending is July 2021. The GB has discussed succession planning and also the need to reappoint/replace governors as their terms end. Philip Cunningham is the Chair of the Governing Body. Jon Mackley and Lesley Gawen are the Vice Chairs.

### Governing Body as at July 2020

Governor	Category	Term End	Attendance at Full Governors Meeting 19/20					Attendance at Full Governors Meeting 18/19				
			12/9	5/12	12/3	15/5	9/7	6/09	13/12	14/3	16/5	11/7
Debbie Bedford	LEA	15/10/21	✓	✓	✓	✓	✓	✓	✓	✓	x	✓
Alex Corke	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Donna Corke	Staff	31/03/23	✓	✓	✓	✓	✓	✓	✓	✓	x	✓
Philip Cunningham	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Clare Brazil	Parent	1/12/22	x	✓	✓	✓	✓		✓	✓	✓	✓
Zarmina Durrani	Parent	9/10/21	x	✓	✓			x	✓	✓	x	✓
Lesley Gawen	Co-opted	09/07/21	x	✓	✓	✓	✓	x	✓	x	✓	✓
Greg Huntley	Co-opted	09/07/22	x	✓	✓	✓	x	✓	✓	✓	✓	✓
Dave Redington	Co-opted	09/07/23	✓	✓	✓	✓	✓	✓	✓	x	✓	✓
Jon Mackley	Parent	9/10/21	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Mark Turner	Co-opted	09/07/23	✓	✓	✓	✓	✓	x	✓	✓	✓	✓
Tracey Webster	Headteacher		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

### Clerk

Sara-Jane Mansfield	Clerk
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### Associate Members

Helen Romain	Teacher
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### Committees 2018/19

Committee	Governor Membership
Pupil Discipline (ad hoc)	A Corke, L Gawen, G Huntley, D Redington, M Turner
Resources	A Corke (Chair), P Cunningham, Z Durrani, L Gawen, G Huntley, D Redington, M Turner, J Mackley,
School Improvement	D Bedford, D Corke, P Cunningham, C Brazil, D Redington, M Turner (Chair), J Mackley
Staff Grievance	P Cunningham, L Gawen, D Redington, M Turner, Alex Corke

The Headteacher attends all meetings and reports to the GB.

## Link Governors

Safeguarding governor	Lesley Gawen
Health & Safety	Zarina Durrani
SEND	Debbie Bedford
Educational Visits	Clare Brazil
GDPR DPO	Mark Turner
Equalities	Jon Mackley

Reports are received from Link Governors at all GB meetings.

The GB is divided into two committees: one for school improvement and one for resources (and finances). Each half term there is one meeting of each committee which feeds into a Full Governing Board meeting. Each committee appoints its own Chair. An independent Clerk minutes all meetings. The GB is well balanced and offers a variety of skills and experience (regular skills audits are carried out and training is monitored). There is a good blend of experienced governors and of fairly new governors. Attendance at meetings is very good and when a working party is needed governors are willing to offer their time. All minutes and paperwork for the GB are stored in the school office. A governor file contains all our training records, governors' policies, reports of visits, monitoring calendar and meetings schedule.

Governor	Attendance at School Improvement Meeting 19/20			Attendance at School Improvement Meeting 18/19			Attendance at Resources Meeting 19/20			Attendance at Resources Meeting 18/19		
	21/11	9/1		22/11	10/1	25/4	7/11	6/2		25/10	7/2	27/6
Debbie Bedford	✓	✓		✓	x	✓						
Alex Corke							✓	✓		x	✓	✓
Donna Corke	✓	✓		✓	✓	✓						
Philip Cunningham	✓	✓		✓	✓	✓	✓	x		✓	✓	✓
Clare Brazil	✓	✓		x	x	✓				✓	x	✓
Zarina Durrani							✓	✓		x	x	✓
Lesley Gawen				✓			✓	✓		✓	x	x
Greg Huntley							✓	✓		✓	✓	x
Dave Redington	✓	✓		✓	x	✓	✓	✓		✓	✓	x
Jon Mackley	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
Mark Turner	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓
Tracey Webster	✓	✓		✓	✓	✓	✓	✓		✓	✓	✓

It is noted that as a result of the COVID 19 lockdown that the Resources Committee and School Improvement Committee meetings in the Summer Term were not held. Meetings of the main Governing Body continued to be held and close dialogue was maintained between the Head Teacher and Chair of Governors.

The lockdown clearly affected all aspects of school life and a major focus was the well-being of the staff, children and parents/carers.

The GB undertook a thorough self-evaluation of the constitution and reviewed the terms of reference for its committees. A review of Governors competencies was undertaken together with a review of training.

The overall culture of the school is one of high expectations for teaching, learning, pupil behaviour and safety. In undertaking its duties the GB (following HfL training) reviewed the Schools Vision, Aims and Values in 2017/18, which are still fully supported. These help us to ensure the school achieves its goals, academically as well as spiritually, morally, socially and culturally.

The GB promotes the fundamental British Values of democracy, rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs.

## **Our Vision**

The Governing Body will not accept second best for any child and will embrace an ethos of setting the highest of expectations. This includes high expectations for pupil behaviour, progress and attainment and for the conduct and professionalism of both staff and governors.

At Ladbroke we will create a safe, nurturing and welcoming environment, setting clear boundaries and leading by example. We will endeavour to build strong links with parents and help children to recognise the part they play in our school and the wider community.

We will deliver a stimulating, creative curriculum which aims to inspire a love of learning in every child. We will give children responsibility for their learning by providing choices and celebrate their efforts and successes. We will learn and grow together.

Having experienced a wide range of learning opportunities we aim for our children to leave us with a strong foundation for a happy and successful future.

## **'Work Together, Achieve Together'**

### **Our Aims**

- To provide a safe, nurturing and welcoming environment which meets the needs of every child
- To provide our children with a stimulating, creative, challenging and inclusive curriculum
- To enable our children to take responsibility for their learning and to develop the ability to work independently and cooperatively
- To enable our children to develop a sense of citizenship through our agreed school values
- To enable our children to develop care for and respect themselves, others and the world around them
- To encourage partnerships with parents and the wider community

Children leaving Ladbroke will...

- Have developed a love of learning
- Display the academic, social and creative skills needed to be successful in life
- Be open minded and flexible
- Be willing to take responsibility for their own learning and learn from their mistakes
- Show respect and pride for themselves, others and the Ladbroke community
- Develop a sense of achievement in themselves
- Display high self-esteem - pride, confidence and positive outlook
- Demonstrate good social skills including communication, independence and teamwork
- Have experienced a wide range of opportunities
- Be happy, safe and enjoy their time at Ladbroke

**The Governors are mindful that they need to focus on three core strategic functions:**

### **1. Ensuring clarity of vision, ethos and strategic direction**

The Governors in partnership and consultation with the HT (and SLT and all teaching staff) have reviewed and agreed vision and ethos of the school as set out above. The school has had a clear strategic direction for a number of years and this is embedded by the school values and vision. The strategic direction has needed to be tweaked in light of government policy, changing curriculum, OfSTED reports and issues such as school performance. Given the performance of school and ability of the HT, the work on the strategic direction of the school has been led by the HT following discussions at the Governing Body meetings, with the strategic direction then being scrutinised closely by and approved by the Governing Body. In order to strengthen the input of the Governing Body an annual meeting to discuss the strategic direction of the school is being put in place. A key role will be to feed into the SIP at a strategic level before it is developed by the HT and her staff.

## **2. Holding the Head Teacher to account for the educational performance of the school and its pupils, and the performance management of staff**

The GB and its two committees robustly challenge the HT in an appropriate manner in order to hold her to account. School performance is reported to the SIC and this is forensically examined and challenged by governors. The Performance Management of staff is monitored by governors. Two governors have been appointed to review the performance of the HT. This work is done in partnership and with the expert advice of our Herts for Improvement Partner.

Important to note that the GB also supports the HT in her role.

## **3. Overseeing the financial performance of the school and making sure its money is well spent.**

The overseeing of financial performance of the school is led by the Resources Committee with detailed reports being received from the HT based on information from Herts C C. The levels of delegation of financial spending are approved each year by the GB, though reporting to the GB is done at a significantly lower level at the choice of the HT so that the GB has much clearer vision of procurement and spending. An annual budget meeting is held to set budgets where each line of the accounts is reviewed before the budget is approved by GB. A four-year plan is prepared in order to forecast potential financial issues that may need to be tackled in future years. The Resources Committee is chaired by a qualified accountant who has also done various Herts for Learning courses relevant to this position (SFVS etc).

The Government's White Paper Educational Excellence Everywhere, March 2016 states:

*'it is increasingly vital that schools operate under effective governing boards. As the key decision maker and accountable body for their school(s), governing boards have a vital strategic role, which they should deliver in a dynamic and professional manner: focusing strongly on their core functions of setting the vision and ethos for their school(s), holding school leaders to account and making sure money is well spent.'*

The Governing Body are mindful of the above core strategic functions and guidance and endeavour to ensure that these are followed in undertaking its duties.

As part of this code Governors have reviewed their own performance so that continuous development and improvement can be achieved. Each year a review of the training of governors is carried out. In addition a Skills Audit of the GB (National Governors' Association Governing Board Skills Audit) was completed in February 2018 and this showed that the Governing Body has a broad range of skills and experience within its membership and no significant gaps where remedial action was required. However, all governors have the willingness and ability to learn and develop. The chair also acknowledges that regular evaluation is useful in determining effectiveness and highlighting any potential areas of weakness or where improvement can be obtained. As such feedback is requested from the Governing Body at the end of each school year.

### **Overall Effectiveness of the Governing Body**

The Governing Body has worked hard since the last Ofsted inspection to support the school to raise achievement and promote good teaching throughout the school. We have ensured we receive the required information in order that governors are in a position to be able to challenge appropriately. We feel confident that we have a robust structure in place – well trained, enthusiastic, keen governors. Committees are well attended and we have strong support with policies and procedures. We feel that we can properly support the school in all its endeavours. All this could not be achieved without the exceptional commitment and ability of our Head Teacher and her team's hard work, the character of our children and the support of their parents and carers.

Biggest single contribution of the Governing Body is perhaps the appointment of the HT, following several unsuccessful attempts to appoint a HT with the right skills and experience.

The GB has set out a clear Vision and Ethos, developed in partnership with the HT and her team. A priority for the GB has been ensuring a focus on disadvantage children. Working with the HT a strong financial control and governance with 4 year plan has been put in place. A highlight for the GB was the opening of the Owl House and we particularly thank FOLS for their funding towards this project. We have also made progress on a new building/classroom for the school, though noting the recent serious set back of losing the deposit for the building due to Covid 19 resulting in the company going into liquidation.

The GB has had no vacancies (except for very short periods when Parent Governors are being replaced) for last 10 years or more. The GB has a wide skill set and works well together.

## **2. OFSTED INSPECTION**

The OFSTED inspection letter 7<sup>th</sup> March 2017 confirmed that the school continues to be good:

'The leadership team has maintained the good quality of education in the school since the last inspection. The overwhelmingly positive feedback from the staff questionnaire and Parent View is testament to your strong and inspiring leadership. You seek high quality in all that the school provides, ensuring that staff and pupils do their best and strive to do even better. Staff and parents share a common purpose in putting pupils and their achievements first. This is because you appreciate and value their contribution in supporting and encouraging every child to enjoy success in learning and in their personal development.'

While there was plenty of evidence of pupils' good quality work displayed in classrooms and corridors, the work seen in topic books could be improved.

Some of the comments where improvements could be made included the following:

While the school's future plans for improvement identify disadvantaged pupils' achievement as a priority, clarity is required on how the measurable targets will improve outcomes for pupils.

Proposed areas for improvement should be clearer in the development plan.

Specific targets should be set for disadvantaged pupils in the school's development plan.

The need to develop the outdoor provision in the early years (already completed).

While most pupils are rarely absent from school unless they are ill, a few vulnerable pupils are persistently absent. There are strong and effective strategies in place to monitor and improve attendance, however, the school needs to continue to improve attendance.

Next steps for the school leaders and those responsible for governance should be to ensure that:

- strategic plans for improvement specify the expected impact on pupils' achievement so that planned actions make a difference to pupils' learning
- explicit, challenging targets are set and tracked to raise disadvantaged pupils' achievement in reading, writing and mathematics
- pupils are sufficiently and appropriately challenged in their written work in noncore (topic) subjects
- provision for outdoor play activities in the early years is sufficiently challenging.

The above issues have been carefully considered by the Governing Body over the last year.

*The full Ofsted Inspection letter is available online and on the Ladbroke JMI website.*

We look forward to our next Ofsted Inspection so that we are able to demonstrate the continual improvements that are being made at the school and to show that the school provides a safe, nurturing and welcoming environment which meets the needs of every child and that develops a life long love of learning. We would welcome the chance to evidence how we provide our children with a stimulating, creative, challenging and inclusive curriculum that results in good attainment and progress from our children.

## **3. KEY AREAS OF FOCUS FOR GOVERNING BODY IN 2019/20**

One of the main focuses of the GB is agreeing, reviewing and monitoring the School Improvement Plan (SIP). We robustly challenged the Head Teacher and her deputy and also have had the opportunity to challenge some of the subject leaders. Reports from subject leaders are now on the schools web site. Further independent views are provided by Kelly Moss (Herts Improvement Partner). Governors also undertook a number of school visits in order to gain first-hand experience of the school, the teachers/classroom assistants and the teaching, the behaviour and views of the children. Several

governors also had the opportunity to discuss the schools performance with other parents in order to obtain their views.

The Pupil Premium and Sports premium were carefully monitored and reported each year. The Pupil Premium was £23,760 for 19/20 and used to impact on the standards of all disadvantaged pupils in all year groups. Through this targeted approach disadvantaged pupils are achieving in line and if not better than their peers. Attendance continues to improve, as has the number of children who are regularly late. Emotional wellbeing support has built steadily and is having a positive impact. The money is used to increase staffing across the school so that disadvantaged children can be targeted and supported earlier. Careful evaluations of interventions last year have identified those that gave most impact and these will be continued. Maths and writing will be the main focus of support in and out of class. Emotional wellbeing, as a key target on the school improvement plan will continue to be a focus of our use of our spending. Attendance will continue to be monitored.

The Sports premium was £17,800 for 19/20 and is assessed by 5 key performance indicators plus swimming data.

In accordance with the forward plan policies are reviewed, updated and approved.

### **Self Evaluation Form (SEF)**

The SEF sets out the Head Teacher (and her staff) view of the school in specific areas. In terms of the SEF it is noted that there has been a general improvement over recent years. The assessments show that we are a solid 'Good' and that we are getting close to 'Outstanding'. Governors acknowledge this progress and the hard work that has been required to make this progress. With the continued input of all the staff (and of course pupils and parents) and a focus on further improvement through the SIP, further progress towards 'Outstanding' performance should be attainable. Attendance was highlighted in the last Ofsted visit. A particular focus has been made on attendance since the visit and this has improved. It is also noted that attendance in years prior to the Inspection was also higher than that at the time of the inspection.

### **Joint Annual Review Visit (JARV) February 2019**

The feedback from the JARV (with our Herts Improvement Partner) has been extremely positive. The JARV in February 2019 confirmed our view of the school and suggested that we would be at least the top end of 'Good' as there were many outstanding features. The School's view was that all areas were good. The HIP view was that all areas were good with the exception of Personal development, behaviour and Welfare as she felt the school was Outstanding

The JARV in February 2020 took a different tack than in previous years and concentrated on previous areas identified for action and noted that good progress was being achieved.

### **School Improvement Plan 2019 - 2020**

#### **MAIN PRIORITIES**

- To improve the curriculum with a focus on art and design technology
- To participate in a STEM science project with a focus on raising the profile of science across the school
- To develop the role of subject leaders in the school
- To raise phonics standards across FS and Y1

#### **KEY FOCUS FOR PRIORITIES**

- To ensure impact of initiatives is evident and clearly recorded on paperwork
- That challenge is evident across the curriculum for all pupils
- Progress of disadvantaged pupils is tracked and targets clearly set
- Staff and pupil wellbeing remains high

### **The Curriculum**

While academic performance is a key output and performance data is clearly an important monitoring tool, the GB are aware that there is a move to the 'substance of education'. A key factor in achieving this is the curriculum and how well it is designed, implemented and the impact it has. This will need to be fed into the SIP.

Intent – Knowledge and skills pupils will gain - cultural capital (what's needed to succeed in life~)

Implementation – understanding, not memorising

Impact – pupils knowing and remembering more

The GB have challenged in respect to the 'intent'. At KS1 pupils should be able to read, write and use mathematical knowledge and ideas so they are able to access a wide ranging curriculum at key stage 2. The GB have seen this in practise on school visits.

It is noted that national curriculum definition of 'knowledge and cultural capital' is 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'

While most of the GB are not trained teachers the implementation can be seen through the various site visits and for several governors as parents of children at the school. The GB also obtains feedback from the HT and from the HIP/JARV to evaluate the Implementation of the curriculum. The HT and HIP/JARV have indicated a well-constructed and well-taught curriculum and this is demonstrated in the results which has shown sustained positive 'impact'.

### **Safeguarding Health & Safety**

Safeguarding and H&S are the top priorities for the school, with link governors appointed for both areas. The school has embedded a culture of safeguarding, always acting in the best interests of children. Issues that have been considered are e-safety, identify children who are at risk of harm, safer recruitment and allegations/complaints

The Safe Guarding governors works closely with the HT and the office manager. A key part of this role is to check the Single Central Record is fully up-to-date and compliant. Radicalisation and e-safety are further discussed below.

The H&S link governor carries out termly site visits with the HT and site manager and reports back to the GB. Fire alarms and evacuation times are recoded at each visit.

### **Academic Progress**

Governors acknowledge that academic progress and performance are important, however, the GB accepts that particular cohorts will perform differently and that the score of one or two children can make a relatively large percentage difference. The GB continue to challenge the Head Teacher to explain results and ask what, if any, remedial action should be put in place to address any areas of concern. The GB note the results are consistently better than both National and Herts averages but also acknowledge that this must not lead to complacency.

Particularly attention is made on the progress and attainment of disadvantaged pupils across the school.

### **Well-being**

Well-being for both children and staff has been considered in more detail by the GB in recent years and this will continue to be the case. Governors do visit the school and do engage with teachers as much as possible. In particular, the governors that are parents have significant contact with teachers and are able to gain some insight into the well-being at the school. However, the GB still needs to rely on the HT for a full assessment of well-being within the school. The school is very close knit with a low turnover of staff; this helps the HT monitor well-being amongst staff and for staff to help and support each other where needed. The HT has explained that she has tried to provide more time for teacher planning and will investigate ways to trying to better monitor and assess well-being e.g. questionnaire. The well-being of children is also continually monitored by the school staff.

The Covid lock-down clearly had major impacts on well-being for everyone and this will be an area where the GB will focus on in the near future.

## **Assessments**

A method for assessing children's progress is still fairly new but is settling in well with local moderation with Pope Paul and the on-going moderation with Herts. The GB note and support the collaboration with other schools in respect to the mediation of the new assessment regime.

## **Budget**

The Governors will continue to pay particular attention to the school budget and ensure a balanced budget is approved and monitored through the year. The budget projection will look forward to the next three years.

The Governors examined the school budget and ensured a balanced budget was approved and monitored through the year. As part of this process the Governors reviewed and approved the SFVS. The School Fund was also monitored through the year and audited internally.

In terms of the school asset, we are now looking to build a further building which will particularly help with before and after schools clubs.

## **Governor Visits**

Governors have undertaken a number of school visits and this has helped them to better know the school and therefore increase accountability. These visits provide an opportunity for governors to see the vision for the school in action and that the policies and improvement plans are being put into practise. Each term there is a different focus. The Covid lockdown prevented the summer term visit being undertaken.

## **Policies**

Policy review is part of the school forward plan and is determined by the frequency of review ie annual, three yearly or when a significant change requires an adhoc review.

## **Parent engagement**

The Governing Body acknowledges that meaningful and effective engagement with parents, staff and the wider community is vital. Overall it was felt that parent engagement was very good. Parents are kept well informed through the year with the Parentmail proving to be an excellent conduit for information. Parents found this and the regular Head Teacher newsletter extremely useful. The attendance by parents to numerous meeting and social functions etc. is excellent and a real credit to our parents. The most recent parent survey was conducted in Spring 2019 and the responses were very positive. Parents were informed of these results in a Newsletter. We will continue to strive to get these scores to 100% in each area.

Sustained good responses over an extended period

Parents are also encouraged to complete the OFSTED Parents View via the school newsletter. 42 responses were submitted this year and the feedback has been positive.

## **E-Safety**

E-safety is high on the agenda for the GB and the Head Teacher. A policy has been prepared, the Head Teacher has undergone training and governors have also attended sessions on e-safety and work has already started on implementing measures. The GB will be closely monitor this important area. Governors were informed that the monitoring systems for filtering the internet is through the Herts Grid. An E-Safety Policy has been agreed in order to ensure that pupils are safe when using the school interne and that the content is age-suitable. These issues are highlighted in lessons and incorporated into the curriculum. Theme weeks are also held and there are E-Safety Posters displayed in the school. In terms of Sex Education the school are currently looking at a Herts resource.

## **Radicalisation**

As with e-safety both the GB and the Head Teacher place Radicalisation high on their agendas. The HT has attended external training and all teaching members of staff have completed a PREVENT training

online. All Governors have now also undertaken the online Prevent training. This important area is included as part of the Induction for new staff.

The GB is mindful that it has a duty to safeguard children and ensure that the educational provision is safe, secure and that there is a culture of vigilance throughout the school together with a strong ethos of collective responsibility.

### **Governors' written Statement of Behaviour Principles**

The GB have approved and adopted a written Statement of Behaviour and this has been added to the school's website. This builds on the school ethos and culture (as set out in our vision and aims) to create a safe, calm, orderly and positive learning environment in the school. Pupils and staff have clear expectations in terms of behaviour across all aspects of school life, not just in the classroom. The school has a strong focus on attendance and punctuality (this is particularly the case following the last OfSTED letter).

The behaviour of pupils can readily be seen. Nearly half of governors are parents of children in the school and are able to see the culture on regular basis at school drop off and pick up and during assemblies etc. All governors are able to get a good insight into behaviour during the school day through termly visits and other ad hoc visits to the school.

### **Training Exclusions**

Several Governors have attended training related to exclusions.

### **Collaboration**

The Governing Body fully acknowledges that we are able to learn from others (and also to help others learn from us). As Governors we will take opportunities to liaise and network with governors from other schools to seek out and share best practise. We also encourage the Head teacher and other teaching staff to seek opportunities to collaborate. A good example of this is the mediation work on assessments mentioned above.

### **Multi-Academy Trusts (MATs)**

The GB have carefully considered whether or not to join a MAT and if so which one it should seek to join. The GB has ensured that it has kept fully up-to-date in respect to the situation in respect to MATs and are aware of the HfL MAT. The GB have discussed potential options with other local like-minded schools but in the current climate is not minded to form or join an existing MAT.

### **Spiritual, moral, social and cultural development**

Spiritual, moral, social and cultural development is important at the school as are British values and collective worship, all of which are embedded in our Vision and our aims. The school incorporates these important areas within the school day and this is supplemented by assemblies. RE forms part of the curriculum and there are regularly visits to the school by Act 4. It is also noted that the school has close links with the local church with frequent visits to the church and visits by the Reverend to the school. The school also covers other faiths to ensure diversity.

# LADBROOKE JMI SCHOOL

## KEY POLICIES & DOCUMENTS

<u>Key Documents</u>	<u>Where Found</u>	<u>Reviewed</u>
Behaviour Statement	Website and Gov File	Every 3 years
DBS File – Central Record	Held in School office	Continuously
Equality Scheme	Policy File	Every 3 years
Governing Body Minutes	Governor File	Termly
Governors Annual Report to Parents	Website	Annually
Home School Agreement	Admission Pack in Office	Annually
Instrument of Government	Governor File	Every 3 years
Risk Assessments (Premises)	Health and Safety File	Annually
Register of Business Interests	Governor File in HT Office	Annually
Register of Pupils and Attendance	Office (SIMS)	Annually
School Improvement Plan (SIP)	School Improvement File	Termly
SEN Information Report	Website & Office	Annually
Staff Handbook	Staff Share	Annually
SEF	School Improvement File	Annually

<u>Policies</u>	<u>Review Cycle</u>
<u>Statutory Policies</u>	
Accessibility Plan	Every 3 years
Admissions	Every 3 years
Behaviour for Learning	Every 3 years
Capability	Every 5 years
Charging	Every 3 years
Child Protection	Annually
Complaints	Every 3 years
E-Safety and Data Protection	Every 2 Years
Equality Policy & Scheme	Every 3 years
EYFS	Every 3 years
Freedom of Information Publication Scheme	Every 3 years
Health and Safety	Annually
Pay and Appraisal	Annually
Safer Recruitment	Annually
Sex Education	Every 3 years
Special Educational Needs	Every 3 years
Staff Discipline, Conduct & Grievance	Every 3 years
Supporting Pupils with Medical Conditions	Every 3 years
<u>Non Statutory Policies Held by School</u>	
Educational Visits	Every 3 years
Staff Code of Conduct	Every 5 years
Teaching and Learning	Every 3 years
Whistleblowing	Every 5 years
Staff Attendance	Every 5 years

**Review Cycle**  
**September 2018 – July 2022**

<b><u>Date</u></b>	<b><u>School Improvement</u></b>	<b><u>Resources</u></b>	<b><u>Full Governing Body</u></b>
Summer 2018	Medical Conditions	Staff Discipline & Grievance Lettings	E-Safety & Data Security Sex Education Data Protection

Autumn 2018	School Improvement Plan SEF	Pay and Appraisal	Child Protection Pupil & Sports Premium
Spring 2019	EYFS	Health & Safety	Safer Recruitment
Summer 2019	Equality Policy and Scheme	Staff Code of Conduct	

Autumn 2019	School Improvement Plan SEF Behaviour For Learning	Pay and Appraisal Admissions	Child Protection Educational Visits Pupil & Sports Premium
Spring 2020	Home School Agreement SEND – Policy & Report	Health & Safety Charging	Safer Recruitment
Summer 2020	Accessibility Plan Teaching and Learning	Data Protection Capability	E-Safety & Data Security

Autumn 2020	School Improvement Plan SEF	Pay and Appraisal	Child Protection Pupil & Sports Premium
Spring 2021		Health & Safety Complaints	Safer Recruitment
Summer 2021	Medical Conditions	Staff Discipline & Grievance Whistleblowing	Sex Education Behaviour For Learning

Autumn 2021	School Improvement Plan SEF	Pay and Appraisal Staff Absence Policy	Child Protection Pupil & Sports Premium
Spring 2022	Home School Agreement EYFS	Health & Safety	Safer Recruitment
Summer 2022	Equality Policy and Scheme	Data Protection	