

School Development Plan

April 2023 – March 2024

Development Priorities 1st April 2023 to March 31st 2024

*see Annex A

Quality of Teaching and Learning	English and Mathematics	<p>E1: Improve standards of teaching and learning and raise outcomes in Reading</p> <ul style="list-style-type: none"> Embed rigorous and robust phonics teaching (FFT Success For All Phonics introduced in September 2022) to continue the development of early reading skills in Nursery, Reception, Year 1 and beyond Ensure robust systems are implemented consistently to enable the lowest 20% of children in KS2 and children with SEND to reach age related expectations in reading
		<p>E2: Improve standards of teaching and learning and raise outcomes in Writing</p> <ul style="list-style-type: none"> Ensure English planning and subsequent teaching provides appropriate challenge and support for all pupils Further develop the accuracy of assessment of writing through the use of writing assessment criteria grids, year group writing exemplification materials, writing standards files and regular moderation meetings
		<p>M1: Improve standards of teaching and learning and raise outcomes in Mathematics</p> <ul style="list-style-type: none"> Ensure Mathematics planning and subsequent teaching provides appropriate challenge and support for all pupils
	Curriculum	<p>C1: Teachers adapt learning activities to accurately reflect what pupils know</p> <ul style="list-style-type: none"> Ensure that all staff make timely and effective use of assessment information to adapt learning across the curriculum (includes assessment of Reading, Writing and Mathematics) <p>C2: Improve curriculum offer in Music and MFL – French.</p> <p>C3: Refine previously reviewed subject areas to ensure the planned curriculum reflects the most important key skills, knowledge and vocabulary in each curriculum area</p> <p>C4: Ensure the EYFS curriculum feeds into and lays the foundations for learning in the foundation subjects</p>
	EYFS	<p>EYFS 1: Develop the outdoor learning environment to maximise learning opportunities for all pupils</p> <p>EYFS 2: Further develop opportunities for parental engagement, particularly in Nursery</p> <p>EYFS 3: Embed rigorous and robust phonics teaching (FFT Success For All Phonics introduced in September 2022) to continue the development of early communication, reading and writing skills in Nursery and Reception</p>
Personal Development, Behaviour and Welfare		<p>PD1: Build upon 'Step On' training, update Federation behaviour management policy and ensure that a consistent approach to behaviour management is used across the Federation</p> <p>PD2: Improve provision and outcomes for vulnerable groups</p> <ul style="list-style-type: none"> Ensure effective deployment of resources (teaching assistants, intervention programmes, enrichment opportunities) and planned provision taking place in the classroom is well matched to and has a positive impact on pupil well-being and academic progress <p>PD3: Reduce barriers to pupils accessing the wider curricula experiences on offer*</p> <ul style="list-style-type: none"> Leaders to ensure the equity of access arrangements that are in place are effective
Leadership and Management		<p>L1: Maintain rigorous safeguarding and child protection records*</p> <ul style="list-style-type: none"> Information about pupils is shared appropriately with relevant personnel and outside agencies so timely action can be taken to safeguard pupils Ensure that records contain details of all concerns, however minor <p>L2: Support staff to plan and implement appropriate provision for individual pupils in line with the updated behaviour management policy</p> <p>L3: Leaders ensure that all staff make effective use of assessment information to adapt learning across the curriculum for all pupils*</p> <ul style="list-style-type: none"> Rigorously monitor the effectiveness and impact of assessment information upon pupil progress Leaders, including English and Mathematics subject leaders, to be explicit about expectations for supporting the lowest 20% of pupils <p>L4: Governors to seek out opportunities to check upon the work of the Federation*</p>
<p>Our Equality Objectives are:</p> <ol style="list-style-type: none"> To review our behaviour approaches to ensure that there is a shared approach that is adopted and put into practice by all; To encourage all school stakeholders to be part of leadership at all levels within our schools, by further developing 'Leader in Me'; Through the taught and the wider curriculum, provide opportunities to value the contribution of those who may represent the 9 protected characteristics; To continue to equip the school buildings to promote accessibility; To narrow the gap in progress between differing socio-economic groups; To address areas of under-representation within the school workforce and on the Governing Body. 		

English				
<p>E1: Improve standards of teaching and learning and raise outcomes in Reading</p> <ul style="list-style-type: none"> Embed rigorous and robust phonics teaching (FFT Success For All Phonics introduced in September 2022) to continue the development of early reading skills in Nursery, Reception, Year 1 and beyond Ensure robust systems are implemented consistently to enable the lowest 20% of children in KS2 and children with SEND to reach age related expectations in reading <p>E2: Improve standards of teaching and learning and raise outcomes in Writing</p> <ul style="list-style-type: none"> Ensure English planning and subsequent teaching provides appropriate challenge and support for all pupils Further develop the accuracy of assessment of writing through the use of writing assessment criteria grids, year group writing exemplification materials, writing standards files and regular moderation meetings 				
Priority	Action	Date	Staff	Impact
SUMMER				
E1	Audit current home reading books to ensure books are matched to individual pupil phonic levels. Purchase additional books if necessary.	Summer 1	Phonics Subject Leaders	
E1	Phonics Subject Leader to monitor standards of teaching and learning in current phonics provision (YR, Y1 and individual pupils in Y2 and KS2)	Summer 1	Phonics Subject Leaders	
E1	Implement FFT Success For All Phonics programme into Nursery. Monitor impact of programme on outcomes for pupils at end of Summer term	Summer 1	Phonics Subject Leaders Nursery Staff	
E1	-Analyse data from Spring term Y1 practice phonics check and use outcomes to plan future provision for whole classes, groups and individual pupils -Monitor impact of planned provision	Summer 1	CS / NS Phonics Subject Leaders	
E1	-Analyse data from FFT Reading Assessment programme and use outcomes to plan future provision for whole classes, groups and individual pupils -Monitor impact of planned provision	Summer 1	CS / NS YR and Y1 Staff	
E1	Monitor teaching and learning of phonics and writing throughout the school	Summer 1	FLT + Subject Leaders	
E1	Review current intervention programme list to identify best practice models for reading interventions - teachers to select most effective interventions for use in summer term	Summer 1	FLT	
E1	Train selected teaching assistants in the use of FFT Tutoring with the Lightning Squad	Summer 2	FFT Tutors	
E2	Review year group LTP's for English to plan progression of units of work for 2023 – 2024 (to include use of Write Stuff / Talk for Writing units of work)	Summer 1 Staff Meeting	All Staff	
E2	School Improvement Champions / English Subject Leader to support individual staff with the development and implementation of high-quality English planning	Throughout Summer term	RH / CK / NS	
E2	<u>Queen Emma</u> Target Y5 Pupil Premium pupils to work with Perse students to develop cross-curricular writing for a purpose <i>This has already been completed at Queen Edith.</i>	Throughout Summer term	SJ + Y5 Staff	
E2	Updated non-negotiables to be promoted and used in all year groups	Summer 1	All Staff	
E2	Moderate Summer term writing assessments across the Federation	Summer 2	FLT / English Subject Leaders and Teaching Staff	

E1 / E2	Implement new starter assessments to ascertain starting points and future provision in Reading and Writing	Throughout Summer term	All Staff	
AUTUMN				
E1	Train staff new to the Federation in the use of FFT Success For All Phonics	Autumn 1	Phonics Subject Leaders	
E1	Phonics workshop for parents of YR and Y1 pupils + Parent Meetings for individual pupils in KS2 to support with the development of reading	Autumn 2	Phonics Subject Leaders + Year Group Staff	
E1	Use on entry and exit data to establish which interventions have the biggest impact on pupil reading progress and cross-reference with EEF information	Autumn 1 / Autumn 2	SJ / CS / NS + English Subject Leaders	
E1	Perse students to act as reading mentors for individual pupils at both Queen Emma and Queen Edith	Throughout Autumn Term	SJ + The Perse Co-ordinator	
E1	Monitor teaching and learning of phonics and writing throughout the school	Autumn 1	FLT + Subject Leaders	
E2	Train staff new to the Federation in the use of 'The Write Stuff' approach to teaching writing	Autumn 1	English Subject Leaders	
E2	Support staff in developing more effective feedback and marking practices linked to clear lesson objectives	Throughout Autumn term	School Improvement Champions	
E2	School Improvement Champions / English Subject Leader to support individual staff with the development and implementation of high-quality English planning	Throughout Autumn term	School Improvement Champions + English Subject Leaders	
E2	Staff training to develop grammar subject knowledge and application within the classroom	Staff Meeting Date - TBC	LA School Improvement Advisors	
E2	Moderate Autumn term writing assessments across Federation	Autumn 1	FLT / English Subject Leaders and Teaching Staff	
E1 / E2	Implement new starter assessments to ascertain starting points and future provision in Reading and Writing	Throughout Spring term	All Staff	
SPRING				
E1	Monitor teaching and learning of phonics and writing throughout the school	Spring 1	Phonics Subject Leaders and FLT	
E2	School Improvement Champions / English Subject Leader to support individual staff with the development and implementation of high-quality English planning	Throughout Spring term	School Improvement Champions + English Subject Leaders	
E2	Follow up staff grammar training – look at expectations for Year 6 and how the work of each year group feeds into these expectations	Spring 1	JT	
E2	Moderate Spring term writing assessments across Federation	Spring 2	FLT / English Subject Leaders and Teaching Staff	
E1 / E2	Implement new starter assessments to ascertain starting points and future provision in Reading and Writing	Throughout Spring term	All Staff	

Mathematics				
M1: Improve standards of teaching and learning and raise outcomes in Mathematics				
<ul style="list-style-type: none"> Ensure Mathematics planning and subsequent teaching provides appropriate challenge and support for all pupils 				
Priority	Action	Date	Staff	Impact
SUMMER				
M1	<u>Queen Emma</u> Evaluate impact of current Mathematics provision at Queen Emma and discuss implications for future provision	Summer 1	FLT and Mathematics Subject Leaders	
M1	Evaluate impact of current Reception Mathematics provision (particularly with regard to support and challenge) and discuss implications for future provision	Summer 1	FLT / Reception Staff / Mathematics Subject Leaders	
M1	Increase and develop use of mathematical manipulatives in KS2	Throughout Summer term	All Staff	
M1	-Introduce use of Mathematics diagnostic assessments (as presented in Federation Staff Meeting on 13.2.23) -Use information gained to inform future whole class provision and intervention planning	Throughout Summer term	All Staff	
M1	Implement new starter assessments to ascertain starting points and future provision in Mathematics	Throughout Summer term	All Staff	
AUTUMN				
M1	-Continue use of Mathematics diagnostic assessments (as presented in Federation Staff Meeting on 13.2.23) -Use information gained to inform future whole class and intervention planning	Throughout Autumn term	All Staff	
M1	Continue to develop use of mathematical manipulatives in KS2	Throughout Autumn term	All Staff	
M1	Implement new starter assessments to ascertain starting points and future provision in Mathematics	Throughout Autumn term	All Staff	
M1	Moderation of sufficient evidence to support teacher assessment judgements in Mathematics	Autumn 2	All Staff	
SPRING				
M1	-Continue use of Mathematics diagnostic assessments (as presented in Federation Staff Meeting on 13.2.23) -Use information gained to inform future whole class and intervention planning	Throughout Spring term	All Staff	
M1	Implement new starter assessments to ascertain starting points and future provision in Mathematics	Throughout Spring term	All Staff	

Curriculum				
<p>C1: Teachers adapt learning activities to accurately reflect what pupils know</p> <ul style="list-style-type: none"> Ensure that all staff make timely and effective use of assessment information to adapt learning across the curriculum (includes assessment of Reading, Writing and Mathematics) <p>C2: Improve curriculum offer in Music and MFL – French.</p> <p>C3: Refine previously reviewed subject areas to ensure the planned curriculum reflects the most important key skills, knowledge and vocabulary in each curriculum area</p> <p>C4: Ensure the EYFS curriculum feeds into and lays the foundations for learning in the foundation subjects</p>				
Priority	Action	Date	Staff	Impact
SUMMER				
C1	-Introduce use of Mathematics diagnostic assessments (as presented in Federation Staff Meeting on 13.2.23) -Use information gained to inform future whole class and intervention planning	Throughout Summer Term	All Staff	
C1	-Review use of 'Do Now' grids in Geography, History and Religious Education -Introduce use of grids into all foundation subjects	Summer 1	CS / NS Class Teachers / Subject Leaders	
C1	Create system to record end of year foundation subject assessments on Target Tracker + review sheet (information for subject leaders / new class teachers)	Summer 2	CS / NS	
C2	Continue development of Music curriculum, supported by use of DfE Model Music Curriculum, Charanga and Sing-Up. <ul style="list-style-type: none"> Continue to create year group unit overviews Review and adapt subject skills grid 	Summer 1 / 2	Music Subject Leaders	
C2	Complete development of MFL - French	Summer 1	NS / MS / CK	
C2	Subject Deep Dive - Music	Summer 2	All Staff	
C3	Review Science subject skills grid, unit overviews and assessment criteria documents. <ul style="list-style-type: none"> Ensure end of unit outcomes are specific and focus on key knowledge to be retained. Ensure 'take away' vocabulary is precise and relevant. 	Summer 1	CS / NS Science Subject Leaders + Class Teachers	
C3	Review Geography, History, Religious Education and Science medium term plans to ensure they reflect the content of updated unit overviews.	Summer 2	Class Teachers	
C4	Create Science unit overview for Nursery and Reception to ensure clear progression of skills and knowledge across EYFS. Adapt whole school Science subject skills as necessary.	Summer 1	CS / JN EYFS Staff	
C4	Create Physical Education unit overview for Nursery and Reception to ensure clear progression of skills and knowledge across EYFS. Adapt whole school Physical Education subject skills grid as necessary.	Summer 2	CS / JN EYFS Staff	
AUTUMN				
C2	Continue development of Music curriculum, supported by use of DfE Model Music Curriculum, Charanga and Sing-Up. <ul style="list-style-type: none"> Continue to create year group unit overviews Review and adapt subject skills grid 	Summer 1 / 2	Music Subject Leaders	
C3	Review Design and Technology subject skills grid, unit overviews and assessment criteria documents. <ul style="list-style-type: none"> Ensure end of unit outcomes are specific and focus on key knowledge to be retained. Ensure 'take away' vocabulary is precise and relevant. 	Autumn 2	CS / NS DT Subject Leaders + Class Teachers	

C3	Subject Deep Dive - History	Autumn 2	FLT + History Subject Leaders	
C4	Create Design and Technology unit overview for Nursery and Reception to ensure clear progression of skills and knowledge across EYFS. Adapt whole school Design and Technology subject skills as necessary.	Autumn 1	CS / JN EYFS Staff	
SPRING				
C2	Continue development of Music curriculum, supported by use of DfE Model Music Curriculum, Charanga and Sing-Up. <ul style="list-style-type: none"> Continue to create year group unit overviews Review and adapt subject skills grid 	Spring 1 / 2	Music Subject Leaders	
C3	Review Art and Design subject skills grid, unit overviews and assessment criteria documents. <ul style="list-style-type: none"> Ensure end of unit outcomes are specific and focus on key knowledge to be retained. Ensure 'take away' vocabulary is precise and relevant. 	Spring 2	CS / NS Art Subject Leaders + Class Teachers	
C3	Subject Deep Dive – Design and Technology	Spring 2	FLT + DT Subject Leaders	
C4	Create Art and Design unit overview for Nursery and Reception to ensure clear progression of skills and knowledge across EYFS. Adapt whole school Art and Design subject skills as necessary.	Spring 1	CS / JN EYFS Staff	

EYFS				
EYFS 1: Develop the outdoor learning environment to maximise learning opportunities for all pupils				
EYFS 2: Further develop opportunities for parental engagement, particularly in Nursery				
EYFS 3: Embed rigorous and robust phonics teaching (FFT Success For All Phonics introduced in September 2022) to continue the development of early communication, reading and writing skills in Nursery and Reception				
Priority	Action	Date	Staff	Impact
SUMMER				
EYFS 1	Audit current outside provision and use of current outside provision in preparation for September 2023 -order new equipment as necessary	Summer 2	EYFS Team	
EYFS 1	Focus on development of communication and language in outside environment – e.g. storytelling throne and logs / story house	Summer 2 and beyond	EYFS Team	
EYFS 1	Develop continuous provision plan for outside environment, following Early Excellence format	Summer 2 and beyond	EYFS Team	
EYFS 2	Ensure effective transition into Nursery and Reception -planned visits to pre-school settings -attend SEN meetings -new Reception parent meetings -stay and play sessions, 1-1 meetings, drop-in sessions	Summer 1 / 2	FS / CA EYFS Team	
EYFS 3	Further investigate Communication and Language provision e.g. Talk for Writing, word of the day, pre-teaching, and discussions about vocabulary, using real objects to explain what words mean, using symbols and pictures in preparation for September 2023.	Summer 1 / 2	FS / CA EYFS Team	
EYFS 3	Investigate 'Concept Cat' with the view to introducing this in September 2023	Summer 2	FS / CA	
EYFS 3	Review introductory use of FFT 'First Steps in Phonics' programme in Nursery and discuss implementation from September 2023 and beyond	Summer 2	FS / CA	
EYFS 3	Review Year 1 of FFT Success For All Phonics programme. Make changes as necessary for September 2023 and beyond	Summer 2	FS / CA	
AUTUMN				
EYFS 1	Ensure that all classes in EYFS have a consistent approach to their classroom and outdoor environments	Autumn 1	EYFS Phase Leaders	
EYFS 1	Monitor use of the outdoor learning environment to maximise learning opportunities for all	Autumn Term	EYFS Team	
EYFS 1	Further develop the role of the adult during independent learning times -use the 'sustained shared thinking' materials to recap on the role of the adult in daily provision	Autumn Term	EYFS Phase Leaders EYFS Team	
EYFS 2	Plan and map out yearly events to promote parental engagement in both Nursery and Reception	Autumn 1	EYFS Phase Leaders EYFS Team	
EYFS 3	Develop curriculum progression documents to document the clear skills progression in areas of learning from Nursery to the end of Reception -use 'Progression through the Early Years' to support creation of new documents	Autumn / Spring / Summer	EYFS Phase Leaders Curriculum Leaders	
EYFS 3	Introduce 'Concept Cat' to Nursery and Reception	Autumn 1	EYFS Phase Leaders / Class Teachers	
SPRING				
EYFS 1	Monitor use of the outdoor learning environment to maximise learning opportunities for all	Spring Term	EYFS Team	
EYFS 1	Carry out peer observations focusing on the role of the adult during independent learning times in the outside environment	Spring Term	EYFS Team	
EYFS 2	Monitor attendance at planned parental engagement events and parental use of Tapestry	Spring Term	EYFS Phase Leaders	
EYFS 3	Review use of 'Concept Cat' and impact on outcomes for Communication and Language	Spring 2	EYFS Phase Leaders / Class Teachers	

Personal Development, Behaviour and Welfare				
PD1: Build upon 'Step On' training, update Federation behaviour management policy and ensure that a consistent approach to behaviour management is used across the Federation				
PD2: Improve provision and outcomes for vulnerable groups				
<ul style="list-style-type: none"> Ensure effective deployment of resources (teaching assistants, intervention programmes, enrichment opportunities) and planned provision taking place in the classroom is well matched to and has a positive impact on pupil well-being and academic progress 				
PD3: Reduce barriers to pupils accessing the wider curricula experiences on offer *				
<ul style="list-style-type: none"> Leaders to ensure the equity of access arrangements that are in place are effective 				
Priority	Action	Date	Staff	Impact
SUMMER				
PD1	Ensure that all school staff are recording incidents of behaviour, including bullying and prejudice related incidents, on the correct school systems	Throughout Summer term	All Staff	
PD1	Introduce and implement phase behaviour folders, to include individual behaviour logs. Phase leaders will carry out monitoring of incidents and share information with FLT.	Summer 1	All Staff	
PD1	Devise and share three simple school rules that will apply through school and classrooms as the foundation for all behaviour expectations	Summer 1	FLT + All Staff	
PD1	Update and share behaviour policy with all staff	Summer 1	FLT + All Staff	
PD1	Support individual staff to plan and implement provision for individual pupils with SEMH needs	Throughout Summer term	FLT / Phase Leaders + Home-School Family Workers	
PD1	Introduce the use of the 'Zones of Regulation' for groups and individuals and consider use as a whole school approach	Date - TBC	CC / HB	
PD2	Monitor class 'provision maps' and 'SPSPs' and ensure that planned support and interventions are taking place effectively in the classroom	Summer 1	CC / CS HB / NS	
PD2	Pupil Progress Meetings	Summer 1	CC / CS HB / NS	
PD3	Offer all Pupil Premium pupils a free place at an extra curricula club in Summer term	Summer 1	CS / NS + All Staff	
AUTUMN				
PD1	Staff behaviour management training led by external provider, linked to the development of therapeutic and restorative approaches to supporting pupil behaviour	Date - TBC	TBC	
PD1	Support individual staff to plan and implement provision for individual pupils with SEMH needs	Throughout Autumn Term	FLT / Phase Leaders / Home-School Family Workers	
PD1	Develop the use of the 'Zones of Regulation' for whole school, groups and individuals	Date - TBC	CC / HB	
PD2	Monitor class 'provision maps' and 'SPSPs' to ensure that planned support and interventions are taking place effectively in the classroom	Autumn 1	CC / CS HB / NS / JN	
PD2	Pupil Progress Meetings	Autumn 1	CC / CS HB / NS / JN	
PD3	Offer all Pupil Premium pupils a free place at an extra curricula club in Autumn term	Autumn 1	CS / NS + All Staff	
SPRING				
PD1	Staff refresher training on 'Step On' approach	Spring 1	CC / HB	
PD1	Support individual staff to plan and implement provision for individual pupils with SEMH needs	Throughout Spring Term	FLT / Phase Leaders + Home-School Family Workers	

PD1	Further develop the use of the 'Zones of Regulation' for whole school, groups and individuals	Date - TBC	CC / HB	
PD2	Monitor class 'provision maps' and 'SPSPs' to ensure that planned support and interventions are taking place effectively in the classroom	Spring 1	CC / CS HB / NS / JN	
PD2	Pupil Progress Meetings	Spring 1	CC / CS HB / NS / JN	
PD3	Offer all Pupil Premium pupils a free place at an extra curricula club in Spring term	Spring 1	CS / NS + All Staff	

Leadership and Management

- L1: Maintain rigorous safeguarding and child protection records***
- Information about pupils is shared appropriately with relevant personnel and outside agencies so timely action can be taken to safeguard pupils
 - Ensure that records contain details of all concerns, however minor
- L2: Support staff to plan and implement appropriate provision for individual pupils in line with the updated behaviour management policy**
- L3: Leaders ensure that all staff make effective use of assessment information to adapt learning across the curriculum for all pupils***
- Rigorously monitor the effectiveness and impact of assessment information upon pupil progress
 - Leaders, including English and Mathematics subject leaders, to be explicit about expectations for supporting the lowest 20% of pupils
- L4: Governors to seek out opportunities to check upon the work of the Federation***

Priority	Action	Date	Staff	Impact
ONGOING ALL YEAR				
L1	Use weekly monitoring meetings to ensure that information contained on My Concern reflects the personnel and outside agencies with whom information about pupils has been shared	Weekly	DSLs and FLT	
L1	Re-visit training around My Concern with all staff at regular intervals to share examples of good practice	Termly	DSLs and All Staff	
L1	Monitor entries on My Concern and pick up quality assurance issues with staff where necessary and at the time of receiving the concern	Daily	DSLs	
L1	FLT members and DSLs to receive first day response records so that swift follow up actions can be taken	Daily	Office Staff, DSLs + FLT	
L1	Teaching staff to receive weekly lists of pupils, where attendance falls below 90%, so that they are able to jointly monitor and provide support	Weekly	DHs + Class Teachers	
L1	Record all attendance actions on My Concern to link up vulnerabilities and next steps for pupils	At least monthly	DHTs + DSLs	
L1	Training session for new staff in the use of My Concern	September 2023	DSLs and new staff	
L1	Add 'safeguarding' as a standing agenda item for each FLT	Weekly	FLT	
L2	Devise and share three simple school rules that will apply through school and classrooms as the foundation for behaviour expectations	Summer 2	FLT	
L2	Staff behaviour management training led by external provider, linked to the development of therapeutic and restorative approaches to supporting behaviour	Autumn 1	FLT	
L2	Adapt Behaviour Policy to incorporate further steps for behaviour management	Autumn 1	FLT	
L3	Analysis of data for vulnerable pupils and Pupil Premium pupils to inform future provision	Autumn 2	CS / NS / JN	
L3	Adapt intervention list and identify which interventions are most appropriate and have the greatest impact for each year group	Autumn 1	FLT	
L3	Evaluate impact of diagnostic assessments through staff questionnaire	Spring term	FLT	
L4	During Standards and Improvement committee meetings, governors to hear case studies to monitor levels of support and intervention for vulnerable children	Summer 2	Governors / DSLs + DHs	
L4	Termly governor safeguarding visit to focus upon meeting with DSLs and talking through processes and procedures, including meeting with staff at all levels	Date - TBC Summer 1	Safeguarding governors / Staff + DSLs	

L4	Governors to use data information available to them to ask challenging questions	Every FGB and committee meeting	Governors FLT	
L4	Undertake a Local Authority Safeguarding Review	Date - TBC Summer term	LA + School Leaders, including Governors	
L4	Promote and monitor governor attendance at safeguarding governance training	Review at each FGB	Clerk + EHT	
L4	Safeguarding and finance training for governors in line with action outcomes from the SFVS	Review at each FGB	Governors	
L4	Through the termly HT report to governors, provide information about how vulnerable children are supported and referred onto other agencies	Summer 2	EHT + Governors	
L4	Use the 'report' function on My Concern to identify patterns and trends and to follow up actions as necessary with school leadership team	Autumn 1	Governors + DSLs	
L4	Promote and monitor governor attendance at safeguarding governance training	Each meeting	EHT + clerk	
L4	As a result of outcomes from the Safeguarding Review, arrange governor training linked to safeguarding	Termly	LA Advisors	