



Symphony Learning Trust

Aspiration. Innovation. Excellence.

Ashby Hastings Primary School



Core Strategic Plan 2022/2023

Received by LGB	
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Symphony Learning Trust Key Objectives

Object Focus	Ref:	Outcomes	2022-2023	2023-2024	2024-25
1. Leadership and Management	1a	Implement updated systems of due diligence as a framework for all schools in the MAT and a set of standards for schools to provide consistency in environment, communication, parental engagement, enrichment	Review / Implement	Embed	Embed
	1b	Implement a recruitment & retention strategy based on a positive ethos, professional development and enhanced opportunities for all staff in order that SLT can become an 'employer of choice'	Review / Implement	Embed	Embed
	1c	Implement a bespoke Quality Assurance Programme across the Trust with validation/peer review to continually challenge expectations in all schools	Review / Implement	Embed	Embed
2. Teaching, Learning and Assessment	2a	Implement a consistent and secure system of Assessment across the Trust to maximise pupil progress to drive standards forward	Review / Implement	Embed	Embed
	2b	Develop projects to improve pedagogy across the MAT	Review / Implement	Embed	Embed
	2c	Develop and implement systems of cross-MAT moderation and quality assurance	Review / Implement	Embed	Embed
3. Behaviour, Safety and Welfare of Pupils (including mental health)	3a	Implement rigorous safeguarding processes in all schools to ensure the highest standards of safety in all schools	Review / Implement	Embed	Embed
	3b	Implement the highest expectations of Behaviour for Learning in all classes	Embed	Embed	Embed
	3c	Embed a strong ethos in each school by promoting British Values and global citizenship	Embed	Embed	Embed
	3d	Develop systems for schools in supporting children's mental health and well-being	Embed	Review / Implement	Embed
4. Outcomes for Pupils and groups	4a	Year 6 – above national average for progress and for standards in all schools	Embed	Embed	Embed
	4b	Develop systems to ensure that all stakeholders uphold the values of Aspiration, Innovation and Excellence	Embed	Embed	Embed
	4c	Outcomes for disadvantaged groups above national to help close the gap	Embed	Review / Implement	Embed
5.Outward Looking and Growth	5a	To increase the number of schools and pupils within Symphony to ensure we continue our moral duty to provide high quality education to an increasing number of pupils	Embed	Review / Implement	Embed
	5b	Embed Initial Teacher Training in order to develop the next phase of outstanding teachers for the Trust	Review / Implement	Embed	Embed
	5c	Develop and Implement an appropriate professional development curriculum for staff	Embed	Embed	Embed
	5d	Implement Leadership Development programmes to enable staff to progress and to encourage retention within the profession (career pathways)	Embed	Review / Implement	Embed
	5e	Implement School to School Support where needed	Embed	Embed	Embed

Leadership Team		
Matthew Brookes Executive Headteacher	Rachel Mckeown Head of School	Lisa Watson Business Manager
<ul style="list-style-type: none"> • Deputy designated safeguarding lead • Strategic direction • Standards and Progress 	<ul style="list-style-type: none"> • Designated safeguarding lead • Behaviour • Performance Management • Standards and Progress • Attendance • LAC Designated teacher • Curriculum teaching and learning • Pupil Premium • British Values, SMSC 	<ul style="list-style-type: none"> • Finance • Premises • HR • Procurement • Health and safety

Subject / area responsibilities		
Subject / area	Staff name	Governor link (if applicable)
English	Amy Foster	
Maths	Rachel Mckeown	
Pupil Premium	Rachel Mckeown	
SEND	Michelle Lacey	Louise Peacock
EYFS	Amy Foster	
Science	Rachel Mckeown	
Computing	Rachel Mckeown	
History	Tessa Martin	
Geography	Rachel Mckeown	
Music	Rachel Mckeown	
PE	Rachel Mckeown	
DT	Rachel Mckeown	
Art	Tessa Martin	
RE	Rachel Mckeown	
PSHE	Amy Foster	
MFL	N/A	

Long Term Development Plan

Focus Area	2022/23	2023/24	2024/25
1. Leadership and management (including governance)	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Fully developed LGB formed from skills audit and the needs of the school. NPQH achieved in readiness for possible restructure to HT model 	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year Expanded leadership team including assistant HT – possible restructure of model to remove Exec model and replace with HT model 	<ul style="list-style-type: none"> School website meets all statutory requirement School meets all data protection requirements The governing body ensures that all statutory duties are met for the year
2. Teaching and Learning	<ul style="list-style-type: none"> All lessons to be judged as good or better EYFS curriculum fully embedded KS1 curriculum started and amended to improve where necessary Work with the RDG and other Symphony schools to develop the best curriculum for AH Embed the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make good progress as a result 	<ul style="list-style-type: none"> At least 50% of lessons to be outstanding with the rest at least good. EYFS curriculum a flagship for other free schools joining the trust KS1 curriculum fully embedded Work with the RDG and other Symphony schools to develop the best curriculum for AH Consolidate the use of skills and progression maps for all curriculum areas to ensure higher quality provision for all. Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result 	<ul style="list-style-type: none"> At least 50% of lessons to be outstanding with the rest at least good. EYFS curriculum a flagship for other free schools joining the trust KS1 curriculum a flagship for other free schools joining the trust Work with the RDG and other Symphony schools to develop the best curriculum for AH Review skills and progression maps for all curriculum areas to ensure higher quality provision for all. Book scrutiny shows that pupils are appropriately challenged and make at least good progress. Learning walks, book scrutiny and pupil interviews show pupils respond to feedback and make progress good as a result
3. Standards in Core subjects	<ul style="list-style-type: none"> % of pupils achieving GLD will exceed the national average % of pupils achieving pass mark or better in Phonics screening will be at least in line with national figures 	<ul style="list-style-type: none"> % of pupils achieving GLD will exceed the national average % of pupils achieving pass mark or better in Phonics screening will exceed national figures End of KS1 (at least) above national averages in each of Reading, Writing and Maths. 	<ul style="list-style-type: none"> % of pupils achieving GLD will exceed the national average by 5% % of pupils achieving pass mark or better in Phonics screening will exceed national figures End of KS1 (at least) above national averages in each of Reading, Writing and Maths.
4. Standards in other subjects	<ul style="list-style-type: none"> At least 70% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects 	<ul style="list-style-type: none"> At least 75% of pupils working at the expected standard or above in foundation subjects. To increase the % of pupils working at GDS in foundation subjects

5. Standards in EYFS	<ul style="list-style-type: none"> • % of pupils achieving GLD will be above national average • Embed Sounds-Write phonics scheme within EYFS • Curriculum to be embedded, considering local contexts and links 	<ul style="list-style-type: none"> • % of pupils achieving GLD will be above national average • Evaluate Sounds-Write and continue training staff where necessary • Curriculum adapted and improved for new intake of pupils 	<ul style="list-style-type: none"> • % of pupils achieving GLD will be above national average • Evaluate Sounds-Write and continue training staff where necessary • Monitor and evaluate the curriculum and improve where necessary
6. Progress of different groups of learners	<ul style="list-style-type: none"> • To close the gaps between disadvantaged and non-disadvantaged pupils • Curriculum readjusted to meets the needs of specific individuals • SEND progress is assessed regularly and data is thoroughly analysed 	<ul style="list-style-type: none"> • To continue to close the gaps between disadvantaged and non-disadvantaged pupils • Some PP+ money targeted to support specific rather than generic needs • A range of appropriate assessments, available in-school and from external sources, is used to identify specific barriers to learning 	<ul style="list-style-type: none"> • To continue to close the gaps between disadvantaged and non-disadvantaged pupils • Some PP+ money targeted to support specific rather than generic needs • The impact of all additional or different provision for pupils with SEND (including interventions and adult support) is thoroughly monitored and evaluated
7. Behaviour	<ul style="list-style-type: none"> • Zero permanent exclusions • Behaviour for learning judged to be at least good in 95% of learning walks and observations 	<ul style="list-style-type: none"> • Zero permanent exclusions (of children who have been at the schools for more than 2 years) • Behaviour for learning judged to be at least good in 95% of learning walks and observations 	<ul style="list-style-type: none"> • Zero permanent exclusions (of children who have been at the schools for more than 2 years) • Behaviour for learning judged to be at least good in 95% of learning walks and observations
8. Attendance	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96% • No difference in attendance between PP and non PP • Attendance reports produced and actioned half termly 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96.5% • No difference in attendance between PP and non PP • No persistent absence 	<ul style="list-style-type: none"> • Average attendance of all pupils at least 96.5% • No difference in attendance between PP and non PP • No persistent absence
9. Inclusion	<ul style="list-style-type: none"> • To close the gaps between disadvantaged and non-disadvantaged pupils • The school improvement plan has a strong focus on inclusive practice and improving outcomes for all pupils • Embed alternative provision if needed 	<ul style="list-style-type: none"> • To continue to close the gaps between disadvantaged and non-disadvantaged pupils • Evaluation of the impact of SEND provision is incorporated into the school self- evaluation process, including the programme of learning walks and lesson observations • Consolidate alternative provision 	<ul style="list-style-type: none"> • To continue to close the gaps between disadvantaged and non-disadvantaged pupils • Evaluation of the impact of SEND provision is incorporated into the school self- evaluation process, including the programme of learning walks and lesson observations • Review alternative provision
10. Safeguarding	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • All staff fully versed in the contents of the KCSIE publication • Embed schools safeguarding recording system (CPOMs) 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • All staff fully versed in the contents of the KCSIE publication • Continue to embed CPOMs 	<ul style="list-style-type: none"> • Annual Safeguarding Audit identifies that the school meets all statutory duties • All staff fully versed in the contents of the KCSIE publication • Evaluate effectiveness of CPOMs
11. Health	<ul style="list-style-type: none"> • 2 hours per week of quality PE lessons for each pupil • Continue to participate in Active travel schemes • Offer variety of extra-curricular and enrichment activities to Y1 pupils • PSHE curriculum amended and improved where necessary 	<ul style="list-style-type: none"> • 2 hours per week of quality PE lessons for each pupil • Continue to participate in Active travel schemes • Offer variety of extra-curricular and enrichment activities to Y1 and Y2 pupils • PSHE curriculum embedded 	<ul style="list-style-type: none"> • 2 hours per week of quality PE lessons for each pupil • Continue to participate in Active travel schemes • Offer variety of extra-curricular and enrichment activities to Y1 – Y3 pupils • PSHE curriculum evaluated

	<ul style="list-style-type: none"> • Access to counsellors and prompt identification with parental signposting to professional help 	<ul style="list-style-type: none"> • Access to counsellors and prompt identification with parental signposting to professional help 	<ul style="list-style-type: none"> • Access to counsellors and prompt identification with parental signposting to professional help
12. Parents and the Wider Community	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 90% of parents will attend parents' progress meetings • At least 90% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration event at least once per term. • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 90% of parents will attend parents' progress meetings • At least 90% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration event at least once per term. • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • Parent volunteers engaged to support learning 	<ul style="list-style-type: none"> • 95% of parents have downloaded the WEDUC app • At least 90% of parents will attend parents' progress meetings • At least 90% of disadvantaged families will attend parents' evenings • Parents will be invited to attend a celebration event at least once per term. • Parents invited to a class assembly once per year • Regular visitors from religious places of worship to lead assemblies • Develop further links with the local community • Parent volunteers engaged to support learning
13. British Values	<ul style="list-style-type: none"> • To create a school council to represent pupils views • Governors' awards voted for by pupils in each class • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. 	<ul style="list-style-type: none"> • To develop the school council as the school grows • Governors' awards voted for by pupils in each class • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas. 	<ul style="list-style-type: none"> • To develop the school council as the school grows • Governors' awards voted for by pupils in each class • Job centre – pupils to have responsibilities around school • British Values and SMSC integrated into all curriculum areas.
14. Staff CPD	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD 	<ul style="list-style-type: none"> • Each member of staff has undertaken at least 2 CPD activities during the year. • Subject leaders to monitor the impact of CPD

Review of Priorities for 2021/22

What did we want to improve?	What did success look like and what was its impact?	Next Steps?
<p>Priority 1 – To promote pupil and staff well-being.</p>	<ul style="list-style-type: none"> • Positive and happy staff – (reported in Peer Review) • Pupils happy and confident in school 	<ul style="list-style-type: none"> • To continue to promote pupils and staff well being as school continues to grow.
<p>Priority 2 – Standards in EYFS - % of children achieving GLD in line or above national assessments</p>	<ul style="list-style-type: none"> • Trust Peer Review judging EYFS outstanding • 80% of children achieved GLD 	<ul style="list-style-type: none"> • To continue to consistently review and embed the EYFS curriculum.
<p>Priority 3 – To fully embed the school into the local community and promote growth in numbers</p>	<ul style="list-style-type: none"> • 30 pupils joining EYFS this year • Very well populated open evening October 2021 for new starters August 2022 • Active school Twitter account • Links within the local community (Springfields estate) • Participation in Ashby events • Strong links with parents / carers • Excellent parental engagement 	<ul style="list-style-type: none"> • To continue to embed the school in the local community to ensure growth in numbers

Key Priorities for 2022/23



Implementation Plan / Logic Model



Priority 1	To evaluate and embed our curriculum.	Leader(s)	Rachel Mckeown
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:
Teachers to understand the curriculum from start to end points. Teachers to be confident in delivering the curriculum and supporting pupils to build upon their prior knowledge.	Pupils to have access to an effectively sequenced curriculum that offers high quality learning experiences.	All pupils to make good or better progress in all areas of the curriculum.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Ensure our school's curriculum intent and implementation are embedded consistently across the school so that work is of a consistently high quality and learning experiences help pupils retain and retrieve what they have been taught.	Education Endowment Foundation (EEF)	Staff meetings to be assigned to the curriculum for the Autumn Term to allow all staff to contribute. CPD for teachers on retrieval techniques. To use external expertise to provide support in implementing the curriculum.	Curriculum is developed to provide pupils with 'confidence' in their learning and help to build high personal aspirations. A knowledge rich curriculum will be provided which is enriched, exciting and engaging.

Priority 1	To evaluate and embed our curriculum.	Leader(s)	Rachel Mckeown
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
Ensure our curriculum is effectively sequenced to build upon pupil's prior learning and enable pupils to widen their knowledge and understanding.		Curriculum to be designed to ensure comprehensive coverage of all NC objectives. Curriculum to be mapped to ensure it is effectively sequenced to build upon pupil's prior knowledge. Curriculum vision to be shared and adopted by all stakeholders Curriculum to become embedded throughout EYFS and Year 1		Our curriculum will be effectively sequenced to ensure all pupils are able to build upon their prior knowledge and understanding in all year groups. The curriculum, tailored for the needs to the locality of our school, provides the needs of the NC as a minimum.	
To provide a curriculum which is carefully planned to create a range of opportunities and rich experiences which strength our school's provision for our pupils.		Deepen pupil's awareness and understanding of Equality and Diversity by ensuring it is woven through our school curriculum. Staff meetings to be assigned to the curriculum for the Autumn Term to allow all staff to contribute. Create an overview of educational visits and visitors that celebrates diversity in the school and wider community.		Our whole school ethos celebrates differences and diversity in both the school community and the wider community.	
To develop subject leaders knowledge and expertise in order to develop our school curriculum and embed best practice across subjects.		Provide necessary resources to subject leaders including release time with cover where necessary. Subject leaders to attend Trust Subject Development group meetings to ensure subjects are kept relevant and upto date with current research.		Subject leaders will feel confident leading their subject area and consistently strive to ensure their subject is upto date with relevant research.	

Activity	Reviewing sequencing of knowledge and skills throughout our curriculum.	Subject leaders to attend Trust Subject Development group meetings	
Cost	N/A allocated staff meeting time	Cover release time £150	

Key Priorities for 2022/23



Implementation Plan / Logic Model



Priority 2	SEND - to develop and embed systems (ensuring they are in place for dealing with an increase number of SEN children as the school grows)	Leader(s)	Michelle Lacey / Rachel Mckeown
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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What needs to change? What is the problem we are trying to address, from the perspective of:		
Teachers:	Pupils:	Attainment:
Staff to be confident and robust with all SEND systems.	All SEND pupils to have the correct targeted support to match need,	To closely monitor and ensure good or better progress for SEND pupils.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Develop a clear proforma in order to provision map successfully at different levels across the school (personal vs. group)	Education Endowment Foundation (EEF)	SENCO and HoS to develop a clear mapping structure and costings formula for all SEND pupils	All SEND pupils will have their provision clearly mapped out throughout their time with us. Provision mapping will support us to ensure all pupils are receiving the correct support.
Ensure that IEPs are clearly linked to provision and interventions.		All interventions to be monitored using start and end data. The impact of the intervention is monitored and tracked throughout its duration. Intervention CPD for staff	Interventions will be precise and adapted individually for pupils. Interventions will be targeted and reviewed regularly to ensure pupils continue to make progress.
Train staff effectively on general awareness of SEND strategies and provision (as well as linked to specific needs).		SENCO to share strategies and ideas through staff meetings (use disaggregated time to ensure this is accessible to all staff). Specific training and courses to be booked throughout the year to match need.	Staff will be confident with all SEND needs of pupils within their care.

Activity	SENCO	Specific courses and training to match need
Cost	£1500 (40hrs)	£300

Key Priorities for 2022/23



Implementation Plan / Logic Model



Priority 3	Personal Development	Leader(s)	Rachel Mckeown
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
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What needs to change? What is the problem we are trying to address, from the perspective of:

Teachers:	Pupils:	Attainment:
Teachers to feel supported and part of the team as we continue to grow.	Pupils to become lifelong learners and be fully prepared for life in the modern world.	All pupils to make good or better progress in all areas of the curriculum.

What we plan to do	Research links where relevant	Implementation Activities	Targeted Pupil Outcomes
Ensure the mental health of pupils and staff is a high priority for all.	Education Endowment Foundation (EEF)	<p>SLT to ensure that expectations of all staff are clear, reasonable (work-life balance taken into account) and effectively communicated.</p> <p>SLT to be vigilant about staff well-being and morale, and offer 'a listening ear' to individuals.</p> <p>MHFA to specifically intervene and signpost appropriate support for individuals if needed.</p> <p>Robust safeguarding training for all. DSL to share appropriate updates as they arise.</p>	<p>Pupils feel safe at school, know who they can talk to and feel listened to.</p> <p>Work life balance is protected.</p> <p>Staff know what is expected of them, how and when to meet expectations.</p> <p>Staff are enabled and motivated to fulfil roles effectively.</p>

Priority 3	Personal Development	Leader(s)	Rachel Mckeown
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Start Date:	August 2022	Mid-Review:	February 2023	Evaluation Date:	July 2023
Establish a curriculum that will support pupils' broader development and implements the relationships and health education curriculum effectively.		Review current PSHE and RSE curriculum to ensure it is sequenced effectively British Values, SMSC and key skills threaded throughout the curriculum, assembly themes and the school ethos Share with all stakeholders School council to be established AH Job Centre to be introduced to assign pupils to 'job' roles and responsibilities		Pupils are offered a whole school experience that supports them to become lifelong learners. Pupils will be provided with a broad and balance curriculum.	
Ensure our pupils know what it means to be a good citizen.		Review curriculum plans, in collaboration with the PHSE curriculum to ensure that Equality and Diversity permeates through all areas of the Curriculum. Promote pupil's broader personal development, as well as SMSC development by offering a variety of educational visits/visitors and off-site activities to the curriculum.		Whole school ethos of celebrating differences and diversity in both the school community and the wider community.	

Activity	MHFA training for HoS	Safeguarding training for all staff
Cost	N/A	Disaggregated hours

Staff Professional Development Plan (CPD)

<u>Whole school priority link</u>	<u>What</u> needs to be achieved?	<u>How</u> (training, by whom?)	<u>What</u> will success look like and what will be its <u>impact</u> ?	<u>Cost</u> (if applicable)	<u>Who</u> will monitor its impact and to <u>whom</u> will this be reported to?
Priority 1	Sounds-Write Phonics training Knowledge and understanding of retrieval techniques	Sounds – Write (6 week online course) Using expertise from within the Trust	All staff delivering Phonics will be effectively trained Teachers will feel confident with retrieval techniques Children will have the ability to retrieve previous learning and use this knowledge to support future learning	£440	HoS HoS
Priority 2	Enteral Feeding (Nasogastric) Specific courses and training to match need	Diana Training service	Staff will be competent to meet need at the highest standard	N/A	SENCO and HoS
Priority 3	MHFA training for one member of staff	Mind First UK	MHFA to be a support to all staff	N/A	Exec H and HoS
Other headline CPD					

Governance Review, Development and Monitoring Plans

What do we want to improve?	How will we go about it?	When will it happen and be completed?	What will success look like / what is the impact ?
Strong succession planning	<p>Charlotte to be appointed as Chair in first meeting of the year</p> <p>Appoint a Vice-Chair</p> <p>Lauren, Charlotte and new vice-chair to work closely together until Christmas</p>	<p>September 22</p> <p>September 22</p> <p>December 22</p>	<p>All parent and community members are eligible to apply for the role however, it has been discussed and agreed that Charlotte will take over the chair in September.</p> <p>Lauren to remind everyone of the elections in the summer holidays</p> <p>Lauren to include Charlotte in all emails relating to Chair responsibilities. Lauren and Charlotte to meet in September to run through the role.</p> <p>Charlotte to chair all meetings from appointment date. Lauren will stay on the board until Christmas and slowly step back from January. Will continue to provide email/phone support and a 1:1 meeting in the summer term, if Charlotte feels this is necessary.</p>
Increase the profile of the Local Governing Board in the school community	<p>LGB to discuss the option of including bio's on the school website.</p> <p>LGB members to attend one assembly/school event a term.</p> <p>Schedule 2 monitoring visits and 1 informal coffee morning</p> <p>Governor awards</p>	<p>December 22</p> <p>Ongoing</p> <p>September 22</p> <p>June 23</p>	<p>Each LGB member to provide a short paragraph about why they became a governor and their background. Can be based on application form to save time.</p> <p>School to provide a list of events/celebration assemblies that they would like us to attend. LGB members and dates to be agreed at the September meeting. School also to invite LGB to parents' evenings and open evenings</p> <p>Focus to be discussed at the September meeting. Suggestion: School to suggest 2 curriculum areas. Informal coffee morning could focus around wellbeing</p> <p>LGB to discuss with the school the possibility of governor awards in the future. One award to begin with due to school numbers perhaps. Role model/community contribution/attitude to learning for example</p>
Agenda planning & link roles	<p>Agenda meetings to be held at least 10 days before meeting.</p>	<p>Summer 22</p> <p>Ongoing</p>	<p>All agenda meetings for the next academic year have been scheduled.</p>

	Link governors to schedule all meetings as soon as possible to maximise attendance.		School and LGB to discuss whether link roles will do separate visits to the already scheduled monitoring visits.
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