

**Fourlanesend Governor Monitoring Planner – 2015/16**

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| <b>Safeguarding/Whistle Blowing/Children in Care/prevent</b> | <b>Jackie Eason</b>    |
| <b>Pupil Premium</b>   | <b>Jo Dennehy</b>      |
| <b>SENDI</b>   | <b>Rebecca Ginger</b>  |
| <b>Health and Safety</b>                                     | <b>Andy Down</b>       |
| <b>EYFS</b>  | <b>Claire Kitching</b> |
|  | <b>Gail Kelleher</b>   |
| <b>Governor Development</b>                                  | <b>Jackie Eason</b>    |
| <b>Sports Premium</b>  | <b>Helen Marks</b>     |
| <b>Attendance</b>  | <b>Andy Down</b>       |
| <b>More Able</b>   | <b>Gail Kelleher</b>   |

| <b>Britishness and Social, Moral, Spiritual and Cultural Development</b>  |  |                                     |   |
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| <b>Success Criteria</b>   | <b>Governor monitoring</b>   | <b>Who and when</b>                 | <b>Completed - Evaluation and impact</b>  |
| 1.1 Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values. | <b>Visit 1</b> – meet with RE coordinator to discuss RE plan and attend an 'open the book' assembly. Focus on different faiths, Cornish Culture, different socioeconomic backgrounds | <b>Helen</b>                        | <b>2016-05-10</b> visit established links between RE teaching and SMSC/British values. Evidence seen in teachers planners show that the required curriculum is being provided.<br>Our school values are embedded throughout school life and the RE curriculum                                 |
| 1.2 Sense of enjoyment and fascination in learning about themselves, others and the world around them.  | <b>Pupil Conferencing 1</b> – focus on attitude to learning about themselves, others and the world around them, opportunities to use their imagination. Pupils should                | <b>Jackie and Gail<br/>Feb 2016</b> | <b>Pupil conferencing</b> The children interviewed all appeared happy and confident to talk about their enjoyment of learning both inside and outside the classroom through a variety of channels. In school the children particularly enjoyed learning when the work was fun and taught in a |

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| 1.3 Use of imagination and creativity in their learning.  | bring along a piece of work they enjoyed creating to discuss   |                    | creative way and where the children could use their imaginations e.g. from the horse's perspective from work done on the Eye of the Wolf. The children acknowledged that learning is not limited to within the classroom but takes place at break times, after school and continues into adulthood.<br><b>Pupil survey</b><br>Responses to 'What makes us happy in school' included: <ul style="list-style-type: none"> <li>• Learning new things</li> <li>• Creativity in topic work</li> </ul> |
| 1.4 Willingness to reflect on their experiences.  | <b>Pupil Survey</b>  |                    |  |
| 1.5 Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England. | <b>Meet with school council</b> – prepare a list of discussion points around these success criteria. Link it to the behaviour policy.<br><b>Pupil Survey</b> | <b>PS Feb 2016</b> | <b>Pupil survey</b><br>Responses to 'How do we make sure you are well behaved?' included: <ul style="list-style-type: none"> <li>• We have boundaries</li> <li>• Our values guide us</li> <li>• You'll get a record card</li> <li>• Your parents will be called</li> <li>• You'll be sent to the head</li> <li>• You'll get a sticker/certificate for good</li> </ul> The children were very clear about a long list of possible consequences for both good and bad behaviour                    |
| 1.6 Understanding of the consequences of their behaviour and actions.   |  |                    |  |
| 1.7 Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues  | <b>Visit</b> – pupil voice assembly  | <b>Nov 15</b>      | <b>Visit to Pupil Voice assembly Nov 15</b> pupils demonstrated how they listen to each others views, show understanding, and are able to come up with solutions   |
| 1.8 Use of a range of social skills in different contexts, for example working and socialising with other   | <b>FGB meeting</b> – whole school experiences to be reported in heads report   |                    | Heads reports indicate a broad range of experiences for FLE pupils.  |

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| pupils, including those from different religious, ethnic and socio-economic backgrounds.  |   |               |   |
| 1.9 Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.  | <b>FGB meeting</b> – whole school experiences to be reported in heads report. Governors also to attend some events  |               |   |
| 1.10 Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in Modern Britain. | <b>Visit 2</b> – Head to notify governors when an opportune time to visit is that best exemplifies these values being explicitly taught. Governors to also note British Values in other visits. | <b>Claire</b> | <b>11.02.16</b> – visit to assembly where children presented their work with confidence and pride. British Values were clearly displayed in the hall and in classrooms. They were also evident in the behaviour of both the pupils and the staff. |
| 1.11 Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and those of others.   | <b>Visit 3</b> – Head to notify governors when an opportune time to visit is that best exemplifies Cornish heritage   | <b>Claire</b> |   |
| 1.12 Understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain.  | <b>As above – visit 3</b>   | <b>Claire</b> |   |
| 1.13 Knowledge of Britain's   | <b>FGB Meeting</b> – head to report   |               |   |

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| democratic, parliamentary system and to central role in shaping our history and values, and in continuing to develop Britain.   | evidence of democratic process being taught in the curriculum  |              |   |
| 1.14 Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities.  | <b>Video evidence of winter wonderland</b>   |              | Whole school Autumn theme on 'What is entertainment' culminated in a presentation of Winter Wonderland that clearly demonstrated children's ability to lead and participate artistically  |
| 1.15 Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities. | <b>Visit 1</b> – meet with RE coordinator to discuss RE plan and attend an 'open the book' assembly. Focus on different faiths, Cornish Culture, different socioeconomic backgrounds | <b>Helen</b> | <b>2016-05-10</b> school values are embedded throughout learning and ethos of the school. Honesty, tolerance and respect for diversity values are evident in the children's work.<br>Quote from a child's work 'I have been respectful to everyone b y not offending anyones beliefs. I was honest by putting down exactly what I think and not saying something just because I want to join my friends'. |

| <b>Leadership and Management</b>   |   |                     |   |
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| <b>Success Criteria</b>  | <b>Governor monitoring</b>  | <b>Who and when</b> | <b>Completed - Evaluation and impact</b>  |
| 2.1 The leaders' and governors' vision and ambition for the school and how these are communicated to staff, parents and pupils | <b>Monitoring</b> - Newsletters go out weekly and are on the website. |                     | Newsletters are shared weekly with governors and indicate a strong ambition for the school. An example of this is the encouragement and drive for homework to be completed by all children. |

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|  | <b>Monitoring and visit</b> - Attendance sheets for Celebration assembly and certificates to be checked termly and attendance at assembly |                        | <b>Visit 11<sup>th</sup> Dec 15</b> - The assembly celebrated both the high expectations held by the school and the values that the school holds. There was a large attendance of parents and all staff were present.   |
|  | <b>Monitoring</b> - Staff meeting minutes to be checked termly  |                        | Head shares the outcomes of each staff meeting each week, most meetings result in the actual production of new collaboratively developed ideas, peer review or the sharing of issues that will help to drive the school forwards.   |
|  | <b>Monitoring</b> - Pupil voice assembly notes to be checked termly   |                        |   |
|  | <b>Meeting</b> - New vision and values to be agreed by the governing body following revision by all stakeholders by Dec 15                |                        | FGB Dec 15 meeting agreed amended values statement  |
| 2.2 Leaders have created a culture of high expectations, aspirations and scholastic excellence in which the highest achievement in academic and vocational work is recognised as vitally important | <b>Meeting</b> – CPD undertaken by staff linked to SDP  |                        | <b>Training is reported at all FGB meetings.</b> Staff are committed to and are given the opportunity to undertake a wide range of training.  |
|  | <b>Monitoring</b> – reports on learning walks and book scrutinies for high expectations   |                        |   |
|  | <b>Visit</b> – governor visit report on the celebration assembly.<br>Gobs regular attendance at celebration assembly                      |                        | <b>Gobs present at regular celebration assembly</b> – signed into visitor book were present.<br><b>Visit 11<sup>th</sup> Dec 15</b> - The assembly celebrated both the high expectations held by the school and the values that the school holds. There was a large attendance of parents and all staff |
| 2.3 Leaders have the highest expectations for social behaviour among pupils and  | <b>Visit 4</b> – governor to join a learning walk to focus on behaviour   | <b>Andy</b>            |   |
|  | <b>Pupil conferencing 2</b> – what kind of  | <b>Andy and Jackie</b> |   |

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| staff, so that respect and courtesy are the norm  | behaviour do the pupils believe is expected from them.  |                            |   |
| 2.4 Rigour and accuracy of self-evaluation leads to planning that secures continual improvement   | <b>Monitoring</b> – performance data monitoring, internal and external  | Standards committee termly | SPTO has provided an excellent method of planning and self evaluation. Head has demonstrated use, data had some initial inaccuracies but these have now been remedied.  |
| 2.5 Our curriculum is designed, implemented and evaluated to ensure breadth and balance   | <b>Meeting</b> – share the findings from the yearly evaluation of the curriculum  |                            | <b>Curriculum activities are shared at FGB.</b>   |
|   | <b>Visit 5</b> – attend end of term assembly when the whole school ‘big question’ is answered. Also report on displays around the school linked to the curriculum topic | <b>Becky</b>               | <b>Displays around the school show a vibrant and full engagement of the curriculum</b><br>End of term celebrations of the topics indicate a broad and vibrant approach to the curriculum, evidence is on the website videos.  |
| 2.6 Our formal curriculum is supplemented with extra-curricular opportunities for pupils to extend their knowledge and understanding and to improve their skills in a range of artistic, creative and sporting activities | <b>Meeting</b> – evidence of extra-curricular activities to be included in heads report   | <b>Helen and Leisha</b>    | <b>2016-05-16</b> evident that sports leaders have a passion for increasing the quality and impact of sports in school. Pupils are open to making their own suggestions about sports clubs. Full analysis of sports premium spend, impact and sustainability has been undertaken and will be published on website. Slight overspend of £200<br>There has been an increase in participation, sports knowledge, enthusiasm for pe. Gobs are awaiting data for spring and summer term on this. Sports lead has received a large amount of training, this has been shared with staff. Next steps are to embed an ethos of fitness across the school, incorporating sport into learning wherever possible, |
|   | <b>Visit 6</b> - to any extra curricular activities report to focus on pupils experience in terms of extending knowledge, skills and understanding                      |                            |   |
| 2.7 Leaders effectively use the PE and sport premium and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this.  | <b>Visit 6</b> - Visit a sporting event/training funded by sports premium money and produce a report commenting on the impact of the spend                              |                            |   |
|   | <b>Visit 6</b> – meet with PE co-ordinator to discuss sports premium spend and the impact on the children   |                            |   |

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|   | <b>Meeting</b> – reported to committee the sport premium spend forecast and analysis.  |                                   | <b>Full analysis has been provided.</b>   |
|   | <b>Monitoring</b> – monitor content of website regarding sports premium spend  |                                   | Full content of the website has been reviewed and is now more than compliant.   |
| 2.8 The school prepares pupils positively for life in modern Britain and promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and for those without faith. | <b>Visit 4</b> – conduct a learning walk around the school, focus on evidence of British Values. Include a discussion with RH looking through monitoring of this area. | <b>Andy</b>                       |   |
| 2.9 Effective actions of leaders are taken to secure and sustain improvements to teaching, learning and assessment  | <b>Monitoring</b> – performance data monitoring, internal and external   | <b>Standards Committee Termly</b> | <b>Standards committee minutes indicate close monitoring of both internal and external data.</b>  |
| 2.10 Leaders ensure that the school has a motivated, respected and effective teaching staff to deliver a high quality education for all pupils  | <b>Survey</b> – analysis of annual staff survey  | <b>Feb 2016</b>                   | <b>All staff agreed or strongly agreed that</b> <ul style="list-style-type: none"> <li>• the school is well led and managed</li> <li>• they are proud to be a member of the school</li> <li>• leaders do all they can to improve teaching</li> <li>• the school supports CPD appropriately</li> </ul> |

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|   | <b>Visit 7</b> – Attend a staff meeting and focus report on cohesive, supportive working practices   | <b>Jackie</b>                     | <b>Email</b> evidence of support and motivation from head resulting from staff members taking initiative  |
| 2.11 Leaders use performance management to promote effective practice across school. They provide effective, high quality CPD to meet the needs of all teachers in different stages of their careers. | <b>Meetings</b> - staff CPD reported in Heads reports  |                                   |   |
|   | <b>Visit 20</b> - focus on staff training provided and use of inset days. What is the impact of the training?  |                                   |   |
|   | <b>Visit 8</b> – focus report on performance management targets of staff and links to CPD that has been provided and teaching standards that have been met | <b>Jackie</b>                     | <b>Staff survey</b> noted that all staff recognise that the school makes appropriate provision for their professional development   |
| 2.12 Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve.  | <b>Monitoring</b> – performance data monitoring, internal and external   | <b>Standards Committee Termly</b> | Close accurate monitoring is evident  |
|   | <b>Visit 19</b> – focus on the more able and what planning and provision is in place to ensure that the more able thrive                                   |                                   |   |
| 2.13 Leaders engage with parents, carers and other stakeholders and agencies to support all pupils  | <b>Survey</b> – analysis of parental survey  | <b>Feb 2015</b>                   | <ul style="list-style-type: none"> <li>• 43/46 parents agreed that their child made good progress at the school</li> <li>• 42/45 parents agreed that they receive valuable information from school about their child’s progress</li> <li>• 41/44 parents agreed that the school responds well to any concerns raised</li> </ul> |
|   | <b>Visit 9</b> - Attendance at parents evening, focus to be on schools engagement with parents to support the pupils                                       | <b>Becky</b>                      | <b>Visit 2<sup>nd</sup> March 2016</b> – A large number of parents shared their views on the quality of communication and how informed they were about their child’s progress and next steps. Every parent was extremely positive.  |
|   | <b>Monitoring and visit</b> - Attendance at celebration assembly, focus on parental  |                                   | <b>Visit 11<sup>th</sup> Dec 15</b> - The assembly celebrated both the high expectations held by the school and the values that the   |

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|   | engagement.  |                                   | school holds. There was a large attendance of parents and all staff were present.   |
|   | <b>Visit 10</b> – Sen Gov and Senco, focus on how to engage parents of children with SEN   | <b>Becky</b>                      | <b>Visit 8<sup>th</sup> Feb 2016</b> – communication is regular, there is an open door policy that parents use.   |
| 2.14 Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this. | <b>Monitoring</b> – performance data monitoring, internal and external   | <b>Standards Committee Termly</b> | Monitoring is detailed and effective  |
|   | <b>Visit 11</b> – focus to be pupil premium spend and it's impact  | <b>Jo</b>                         | Provision and progress for pupil premium children was analysed for the Autumn term. The impact was measured and used to identify areas for future improvement. The website was analysed and this report will be added as evidence of impact analysis for the Autumn Term 2015   |
|   | <b>2016=05-16 visit on more able pp children Visit 21</b> – how has pupil premium money been spent and what is the impact – visit to focus on Numicon and reading comprehension pack |                                   | Provision and progression for pupil premium children and more able pupil premium children was analysed for the spring term, The impact was measured and used to identify areas for further improvement – temporary support worker sought fo rY1 English.  |
|   | <b>Visit May 2016</b> - How does our SEN spend secure excellent outcomes for pupils.<br><br>Also<br><br>Review of the SEN policies, including accessibility plan                     | <b>Becky Ginger</b>               | SEN funding is in place for 1 child within the school through a Educational Health Care Plan for 1.1 care. Regular reviews of what support is needed for the individual child are done on a regular basis to monitor the impact of spending, which has shown to have a positive affect on the developing independence.<br><br>The SEN policy is reviewed and fully compliant in all areas, and full access to the curriculum is maintained as outlined in the policy, ensuring outcomes are of a secure standard for all pupils. The staff and governors of the school are aware of the importance of identifying and providing for |

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|  |  |                  | those children who have special educational needs.   |
| 2.15 Governors are effective when discharging their core statutory functions <sup>1</sup>  | <b>Review of governance</b> – include skills audit and assessment of impact in annual governance statement | <b>July 2016</b> | <b>mid term review undertaken at Easter.</b>   |
| 2.16 Leaders promote all forms of equality and foster greater understanding of and respect for people of all faiths (and those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics), through their words, actions and influence within the school and more widely in the community | <b>Visit 12</b> – review single equality scheme and it’s impact on the school                              | <b>Jackie</b>    |  |
| 2.17 Our safeguarding is effective   | <b>See separate safeguarding monitoring section</b>  |                  |  |
| 2.18 The work to raise awareness and keep pupils safe from the dangers of abuse, sexual exploitation, radicalisation and extremism, and what the school does when it suspects that pupils  | <b>Meeting</b> - head’s reports of training undertaken by staff  |                  | There is an ongoing programme of training for staff on issues that require a raising of awareness. |

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| are vulnerable to these issues. |  |  |  |
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| Teaching Learning and Assessment   |  |                                   |   |
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| Success Criteria   | Governor monitoring  | Who and when                      | Completed - Evaluation and impact   |
| 3.1 The teachers standards are being met   | <b>Meeting</b> - Governors to review 2014/15 teachers performance related pay  | Resources Committee – Autumn Term | Teacher’s performance related pay decisions were appropriate and supported by evidence.   |
|  | <b>Visit 8</b> – Review individual anonymised PM targets of teachers to ensure links to teaching standards           |                                   |   |
|  | <b>Visit</b> - Focus on the monitoring system of the 7 strands of excellence   | JE with RN – Spring term          | <b>Jan 16</b> - The 7 strands of excellence are fully embedded into the monitoring of teaching and learning. The system promotes the sharing of best practice and allows SLT and governors to clearly see progress and achievement. |
| 3.2 Teachers and other staff have consistently high expectations of what each pupil can achieve                                  | <b>Visit 14-</b> Focus on strand 4, high expectations on ALL pupils, evident through planning scrutiny               | JE                                | <b>Homework slips</b> – email on 30 <sup>th</sup> Jan shows improvement in homework completion  |
|  | <b>Visit 14-</b> Focus on strand 1 – learning walls and marking/response scrutiny                                    | JE                                | Pupil conferencing showed marking and responses were well used and appeared to be effective. The children were engaged with them  |
| 3.4 Assessment information is gathered from looking at what pupils already know, understand and can do, and is informed by their | <b>Visit</b> undertaken on 24.11.15 looking at the gathering of information on the children in a pre school setting. | RG – Nov 2015                     | <b>Visit Nov 15</b> Staff create opportunities to meet children in their early years setting in order to gather information about them so they can plan to meet their learning needs.   |

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| parents/previous providers as appropriate in the early years   |   |                |  |
| 3.5 Assessment information is used to plan appropriate teaching and learning strategies  | <b>Visit 15</b> – focus on ‘on alert’ children and interventions catch up to ensure that they are having an impact on progress                          | RG – Spring 16 | <b>Feb 8<sup>th</sup> 2016 visit</b> – ‘on alert children’ are picked up by teachers day to day interactions. Support and interventions are developed by using internal mechanisms and external agencies   |
| 3.6 Pupils understand how to improve as a result of useful feedback, written or oral, from teachers  | <b>Pupil conferencing 3</b> – focus on how pupils use feedback to improve, and to look at the consistency of marking and feedback throughout the school | Gail           | Pupils clearly understand how to improve as a result of written and oral feedback from the teachers. The process is strongly two way and engages the children very well.   |
| 3.7 The school’s engagement with parents and carers helps them to understand how children and learners are doing in relation to the standards expected and what they need to improve | <b>Visit 9</b> – to parent’s evening where informal discussions can take place related to level of understanding that the parents have developed.       |                | <b>Email</b> - 30 <sup>th</sup> Jan shows parents are fully engaged and have high expectations themselves.<br><b>Visit 2<sup>nd</sup> March 2016</b> – all parents who expressed a view (and there were many!) said that they felt well informed about their child’s progress and how they can help them to improve  |
|  | <b>Survey</b> – governor analysis of survey results   |                | <ul style="list-style-type: none"> <li>• 43/46 parents agreed that their child made good progress at the school</li> <li>• 42/45 parents agreed that they receive valuable information from school about their child’s progress</li> <li>• 41/44 parents agreed that the school responds well to any concerns raised</li> </ul>  |
| 3.8 Equality of opportunity and recognition of diversity are promoted through teaching and learning  | <b>Visit 17</b> – Focus on access to the curriculum for all learners, including reviews of anonymised provision maps<br><b>Visit SEN</b>                | RG – Spring 16 | <b>Visit 8<sup>th</sup> Feb</b> – The school uses a wide range of techniques, training and support to ensure full access to the curriculum<br><b>Visit 10<sup>th</sup> Feb to Sportsability with SEN Pupils</b> Pupils were able to participate in a range of activities, and were accompanied by a SEN member of staff at all times. The SEN staff member was knowledgeable when asked about pupils learning needs and abilities. |

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|  |   |        | Pupils came away from the activity lead day having learnt a range of skills, which will benefit them greatly in their day to day learning environment, with a great emphasis on teamwork, emotional and social skills.   |
| 3.9 English, mathematics and the skills necessary to function as an economically active member of British society are promoted through teaching and learning | <b>Visit 2</b> – governor to visit school to look at learning environment and evidence British values, also to attend an assembly on a British Value and look at the assembly program for the year. | Claire | <b>11.02.16</b> in the assembly it was evident from the range of subjects covered that the children had been learning about the British Values within the curricula especially English, mathematics and the skills necessary to function as an economically active member of British society are promoted through the schools teaching styles. |

| Personal Development, Behaviour and Welfare   |   |              |                                   |
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| Success Criteria  | Governor monitoring   | Who and when | Completed - Evaluation and impact |
| 4.1 Overall absence is reducing and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils. | <b>Meeting</b> – attendance figures reported in termly meetings.  |              |                                   |
|   | <b>Visit 18</b> – Attendance governor to discuss strategies used with Head  | <b>Andy</b>  |                                   |
| 4.2 Low attenders are improving their attendance over time and where attendance is consistently low (in the lowest 10%).                              | <b>Meeting</b> – attendance figures reported in termly meetings. Individual cases to be discussed in confidence with Attendance governor. |              |                                   |
| 4.3 Children are punctual in arriving at school and at lessons.   | <b>Visit 18</b> – Attendance governor to discuss strategies used with Head  | <b>Andy</b>  |                                   |

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|  | and monitor punctuality  |                        |   |
| 4.4 Behaviour for learning is good and improving across school - Pupils are confident, self-assured learners with positive attitudes to learning which impact on their progress. They are proud of their achievements and their school. Pupils understand how education equips them for life-long learning – behaviours and attitudes necessary for success. | <b>Pupil Conferencing 2</b> – focus on pupils understanding of behaviour for learning and how education equips them for a life long learning. Also check consistency of use of the behaviour policy across year groups   |                        | <b>email</b> – from parent on 30 <sup>th</sup> Jan shows dedication and commitment to homework and the sense of pride in being recognised for this.   |
| 4.5 Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils’ behaviour where there are particular needs.   | <b>Pupil Conferencing 2</b> – focus on pupils understanding of behaviour for learning and how education equips them for a life long learning. Also check consistency of use of the behaviour policy across year groups<br><b>Pupil Survey Feb 16</b><br><b>Visit</b> – focus on the school behaviour books | <b>Andy and Jackie</b> | <b>Pupil Survey Feb 16</b><br>90/92 children feel happy in the school<br>86/90 children feel safe in the school<br><u>All</u> children feel they are well looked after in the school<br>90/91 children believe that the school makes sure pupils are well behaved<br><b>Visit 2016-02-26</b> School behaviour books are used regularly to log both good and unwanted behaviour. Rewards are given to whole class and individuals. The books are monitored weekly by the head and this helps to track behaviour patterns and prevent bullying. |
| 4.6 Staff and pupils work hard to ensure all forms of bullying are prevented. Any incidences are dealt with effectively.   | <b>Meeting</b> – monitoring of bullying incidents as reported in the heads report  |                        | <b>Pupil Survey Feb 16</b><br>89/90 children believe that the school deals effectively with bullying<br>39/39 parents responded that the school deals effectively with bullying<br>All 9 staff responded that the school deals well with bullying   |

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| 4.7 Children are kept safe – the school’s culture promotes all aspects of pupils’ welfare. This includes online safety.                             | <b>Visit -</b> to pupil voice assembly<br><br><b>Pupil and Parent Surveys</b>  | JE Autumn Term | <b>Visit to Pupil Voice assembly Nov 15</b> - The pupil voice assembly was an excellent example of how all children have an opportunity to be heard, they can express concerns about their own safety openly and sensibly, and they know that the adults in the school will listen and take actions as required, The children felt safe<br><b>Pupil Survey</b><br>86/90 children said that they feel safe at school<br>44/46 parents said that their child feels safe at school |
| 4.8 Pupils know how to keep themselves healthy and make informed choices about healthy eating, fitness and their educational and mental well-being. | <b>Visit –</b> to pupil voice assembly   | JE Autumn Term | <b>Visit to Pupil Voice assembly Nov 15</b> - The pupil voice assembly was an excellent example of how all children have an opportunity to be heard, they can express concerns about their own safety openly and sensibly, and they know that the adults in the school will listen and take actions as required, The children felt safe   |
|   | <b>Visit -</b> During break time to focus on the distribution of healthy snacks and the attitude of the children around this | JE Autumn Term | <b>Visit to break-time Nov 15</b> The healthy snacks were very popular, well distributed; the pupils understood the health benefits. They understood the importance of activity and fun at break-time.  |

| Safeguarding   |   |              |  |
|--|---|--------------|--|
| Success Criteria   | Governor monitoring   | Who and when | Completed - Evaluation and impact  |
| 5.1 The single central record is well managed and kept up to | <b>Visit –</b> meet with the lead SCR administrator to review SCR | JE Dec 2015  | <b>Visit Nov 15</b> The SCR is being updated in a methodical and detailed manner and will soon be an exemplary document. |

|  |   |               |   |
|--|---|---------------|---|
| date   |   |               | More time should be dedicated to complete the outstanding actions as soon as possible.  |
|  | <b>Visit</b> – meet with the lead SCR administrator to review SCR                                 | JE – Feb 2015 | <b>Visit Feb 2016</b> 2 <sup>nd</sup> check of SCR indicated that excellent progress has been made and file is largely up to date and accurate.   |
|  | <b>Visit</b> – meet with the lead SCR administrator to review SCR                                 | JE – May 2015 |   |
| 5.2 The pupil voice is heard and children feel safe.                   | <b>Visit</b> – attend the weekly ‘pupil voice’ assembly and note communication, actions and ethos | JE Nov 2015   | <b>Visit to Pupil Voice assembly Nov 15</b> - The pupil voice assembly was an excellent example of how all children have an opportunity to be heard, they can express concerns about their own safety openly and sensibly, and they know that the adults in the school will listen and take actions as required, The children felt safe |
|  | <b>Survey</b> - Analysis of pupil survey  | Feb 2016      | When asked if they feel safe many children cited the pupil voice assembly as a reason that they feel safe. In the survey 86/90 children said that they feel safe at school, reasons given for feeling unsafe included at transition times and lunchtime.  |
| 5.3 Section 175 indicates full compliance with no outstanding actions  | <b>Visit</b> – review S175 compliance   | Feb 2016      | <b>Visit 11<sup>th</sup> Feb 2016</b> The section 175 report indicates full compliance with safeguarding. Governors now need to increase their role in the monitoring and evidencing of this good practice.   |
|  | <b>Visit</b> – review S175 compliance   | May 2015      | <b>Visit 15<sup>th</sup> April</b> The audit of answers on the S175 report has shown full compliance. Safeguarding is clearly strongly in place in the school.  |
| 5.4 All policies relating to safeguarding are up to date and effective | <b>Pupil conferencing</b> – Focus on ‘do pupils feel safe?’                                       | April 2016    | <b>Pupil conferencing April 2016</b> All children showed a good awareness of how to keep themselves safe, they understood e-safety and all felt safe in school. Only concerns related to lack of filters on home internet devices.  |

|  |   |                       |  |
|--|---|-----------------------|--|
|  | <b>Policy review</b> – all policies are reviewed an up to date  |                       |  |
|  | <b>Serious case reviews</b> – serious case reviews are studied and implications are discussed with Head | JE and RN<br>Jan 2016 | Reviewed Oxfordshire and Barking and Dagenham Serious Case Reviews. Key points discussed with head include: <ul style="list-style-type: none"> <li>• Remember that children displaying difficult behaviours are likely to be victims</li> <li>• To take missing children seriously and look for underlying causes.</li> <li>• Have a clear job spec for parental support workers and make sure that limits are set</li> <li>• Awareness of sensitivities of separated families,</li> <li>• Ensure all record keeping around child protection issues are clear</li> </ul> |
| E safety is effective in school, parents and pupils are knowledgeable about and committed to e-safety online. Staff are aware of policies and procedures to keep themselves safe online. | <b>Visit – review 360 e safety audit</b>  | JE and RW             | <b>Visit 21<sup>st</sup> June 2016</b> The detail in the 360 review shows a high level of e-safety awareness and practice with just minor improvements ongoing, all is in hand. There has been an enormous commitment of time and dedication put in by RW to ensure that this area of safeguarding is in place and of a high standard. Most reassuring is that the work is checked and verified by experts and the plans for improvement are continuous and thorough. There are also plans in place to check effectiveness.  |