

School Development and Improvement Plan

REVIEW

September 2017

	Target Achieved		Working Towards		Not Achieved
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Action Plan Title: ACHIEVEMENT

Target	Actions Taken	Impact	Evidence
1 To improve the percentage of children achieving the Exceeding/Higher Standard/Greater Depth outcomes in Literacy and Maths.	Perform an Autumn term baseline to compare against at the end of the year. Utilise Maths Mastery and Let's Think in English to get an increased percentage of children at the higher percentage. Work with feeder High School to develop the pupils achieving Greater Depth. Staff training on challenging pupils further.	The percentage of children achieving Exceeding or Higher Standard across the school will be in line with National Average. EYFS Literacy 17% EXC Maths Number 10% EXC SSM 7% EXC KS1 Reading 30%, Writing 17% and Maths 23%. RWM at Higher Standard 10%. KS2 RWM 7%, Reading 22% and Writing 22% (Maths 15% and GPS 19% below NA.) All percentages were an improvement on the previous year's data	In-School data National Data External Data
2 To ensure that at least 85% of pupils in all end of Key Stage classes achieve age related expectations in Reading, Writing and Maths by the end of the year. In other year groups at least 80% of pupils will achieve age-related expectations in Reading, Writing and Maths.	Continue the creative writing projects with competitive cross phase writing days and weeks throughout the year. Use new assessment system to carry out live formative assessments to ensure accurate data. Ensure high quality teaching in all year groups. Carry out regular inset for all staff to improve skillset. Hold termly pupil progress meetings to track attainment. Perform joint observations with cluster head teachers. Regular tracked intervention across the year. Teaching of English and Maths will be at least good, with a high proportion at outstanding.	EYFS GLD 73% - NA 71% Phonics Screening Check 87% - NA 81% KS1 RWM 70% - NA 64% KS2 RWM 63% - NA 61% Teacher Assessments for RWM using our PITA and Venn Diagram Analysis. Year 1 – 43% Year 3 – 27% Year 4 – 16% Year 5 – 39% This was not good enough and fell some margin short of the targeted percentage.	In-School data Pupil Progress Meetings
3 At least 90% of children will make expected 'in year' progress in Reading, Writing and Maths by the end of the year.	Carried out standardised tests in Autumn Term to use as a baseline and then tests carried out termly. Half-termly for grammar and spellings. Decide what 'expected progress' will look like – SLT and Governors – Check target with NCC and cluster heads to ensure challenge and aspiration. Focus intervention groups – using HLTAs to target groups of all abilities (SEND and high ability)	KS1 pupils made good progress in Reading and Writing, certainly better than NA and Expected Standard+, but just slightly below/broadly in line with NA in Maths. KS1 Reading KS1 Writing KS1 Maths KS2 Reading and Maths Progress Scores were 0.2, which were above National Average. Writing progress score was -0.1, which was just below National Average. KS2 Reading Value Added 0.08 KS2 Writing Value Added 0.45 KS2 Maths Value Added 0.01	In-School data

4

To develop a system to track and monitor the progress of all SEND and disadvantaged pupils.

Case Studies written to explain SEND pupil progress and attainment.
Ensure Learning Ladders are used efficiently by all teachers and targets are shared with pupils and parents. Ladders must be reviewed half-termly.
Establish a more robust tracking system to follow the progress and attainment of disadvantaged and non-disadvantaged pupils. Implement more effective intervention system across the school.
Use TAs/HLTAs to conduct the intervention for key groups and track this thoroughly.
Investigate and research other systems utilised by other schools.

Percentage of SEND pupils on track to meet 80% of age-related expectations.

Year Group	On track in all areas	On track in Reading	On track in Writing	On track in Maths
Nursery – 2 pupils	0%	0%	0%	0%
Reception – 4 pupils	50%	0%	0%	0%
Year 1 – 4 pupils	0%	0%	0%	0%
Year 2 (*1) - 6 pupils	33%	50%	33%	33%
Year 3 – 7 pupils	0%	29%	0%	0%
Year 4 – 5 pupils	0%	0%	0%	40%
Year 5 (*1) - 5 pupils	20%	20%	20%	40%
Year 6 – 7 pupils	14%	29%	14%	43%

Out of all SEND pupils in the school 15% (6/40) were on track in all areas of RWM. With 30% (12/40) being on track in at least one area of RWM.

Year Group (*Number of More able disadvantaged)	On track in all areas	On track in Reading	On track in Writing	On track in Maths
Nursery - 3 pupils	66%	66%	66%	66%
Reception - 4 pupils	75%	75%	75%	75%
Year 1 – 4 pupils	0%	0%	0%	0%
Year 2 – 0 pupils	N/A	N/A	N/A	N/A
Year 3 – 3 pupils	0%	33%	0%	0%
Year 4 (*1) – 2 pupils	0%	0%	0%	100%
Year 5* (*2) – 3 pupils	33%	33%	100%	33%
Year 6* (*2) – 7 pupils	43%	71%	43%	57%

In-School data
Case Studies

		<p>Our PP children performed better than our SEND pupils. Out of all PP pupils in the school 35% (9/26) were on track in all areas of RWM. With 62% (16/26) being on track in at least one area of RWM.</p> <p>Case studies written showed progress made by disadvantaged pupils in more detail. They also went some way to justify why certain children did not make expected progress. Intervention tracking showed evidence of small steps in progress. New Provision Map Tool created Oct 2017 and implemented to track progress of SEND and those receiving intervention.</p>																					
<p>5 To raise the outcomes of the Personal, social and emotional development strand, with particular focus on 'Making Relationships' and 'Managing Feelings and Behaviours'.</p>	<p>Develop the Reception outdoor area to improve the provision for PSE. Work with PC to create a nurture system focused on the early years. A play based scheme of sessions to address the needs of the children through focused circle times, toast times, and where appropriate specific pupil or group intervention. Ensure Nursery also tackle the PSE area to create a strong foundation for Reception. Link PSE improvements to embedding the EYFS Firm Foundations RE sessions. JLT to work with Reception children to maintain allotment area. Academic Resilience can help achieve this. Improve the Walkway area into a Reflection area.</p>	<p>PSE was on a two-year decline with 87% at Expected or Exceeding level – NA – 85% (In Line) Previous years 2016 – 87% - 2015 – 90% - 2014 – 93% 13.3% at Emerging level for Managing Feelings and Behaviour 3.3% at Exceeding for Managing Feelings and Behaviour and Making Relationships 13.3% The number of children at expected level for PSE will be in line or above National Average</p> <table border="1" data-bbox="1160 836 1727 1102"> <thead> <tr> <th></th> <th>EME</th> <th>EXP</th> <th>EXC</th> <th>EXP/EXC</th> </tr> </thead> <tbody> <tr> <td>Self-Confidence and Self-Awareness</td> <td>3.3</td> <td>90.0</td> <td>6.6</td> <td>96.6</td> </tr> <tr> <td>Managing Feelings and Behaviour</td> <td>13.3</td> <td>83.3</td> <td>3.3</td> <td>86.6</td> </tr> <tr> <td>Making Relationships</td> <td>6.6</td> <td>80.0</td> <td>13.3</td> <td>93.3</td> </tr> </tbody> </table>		EME	EXP	EXC	EXP/EXC	Self-Confidence and Self-Awareness	3.3	90.0	6.6	96.6	Managing Feelings and Behaviour	13.3	83.3	3.3	86.6	Making Relationships	6.6	80.0	13.3	93.3	In-School data
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<p>6 To achieve 80% of pupils at Expected Standard in Literacy and Maths in EYFS. To increase the percentage of pupils at Exceeding Standard.</p>	<p>Maintain joint planning sessions with Nursery. Increased parental involvement with story cafes, parent helpers etc. KS2 children continued to work with EYFS children. EYFS children to take more part in whole school creative writing projects. Improved writing resources and opportunities Further developed Funky Fingers in EYFS. Use 'talk for writing' to inspire ideas in children transferable to their writing. Lots of small world imaginative play. Provide lots of opportunities for mark-making and writing linked to their own interests.</p>	<p>The Literacy strand in EYFS rose from 73% to 77%, where the Maths strand rose from 80% to 87%. These were both above National Averages at 72% and 78% respectively. 73.3% achieved Expected level in Writing with 0% achieving an Exceeding level. 26.7% were at Emerging level. Children wrote more creatively through creative writing projects across the school. Boys outperformed girls in Reception. Reading and Writing remained lower than other areas, with several children attaining an emerging judgement, particularly in writing.</p>	In-School data																				

	<p>Ensure resources to develop the understanding of number, shape and space are in place.</p> <p>Children to work with HLT/TA or EYFS Lead to work in focus groups to challenge most-able pupils.</p> <p>Purchase key resources to assist more able to exceed.</p> <p>Implement Homework Challenges to achieve exceeding band in all areas of learning.</p> <p>Develop the Reception outdoor area with more able pupils in mind.</p> <p>Involve parents as much as possible in the pupil development, by involving them in the use of Tapestry to record evidence.</p> <p>Enable 10% of children to reach the Exceeding band in all areas of learning.</p>	<p>We enabled more creativity within their thinking and play.</p> <p>We raised levels of involvement and engagement.</p> <p>We raised the level of coordination and fine motor control in boys.</p> <p>Although we did achieve 10% of pupils in each strand at an exceeding level, we still achieved far more pupils at attaining exceeding than the previous year.</p> <p>Several workshops were held for parents to learn about Phonics and Funky Fingers in order to develop fine motor skills.</p>	
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Overall impact:

Despite not achieving the ambitious targets of 85% for attainment and 90% for progress of all pupils in reading, writing and maths, achievement in Key Stage 1 and 2 was good this year and progress was equally as positive. The overwhelming majority of key stage 1 and 2 data is in line with or above national averages. EYFS data is still in line with National Average and has risen in the previous year. Literacy and Maths were above National Averages.

Next Steps:

SEND pupils need to make better progress

SEND/Intervention groups must have a far more robust and centralised system to track their progress. New Provision Map Tool needed.

Percentage of children reading and writing at the expected standard in EYFS needs to be improved.

Raise the attainment of pupils in Writing, particularly Boys.

Continue to challenge our higher ability children, so that the exceeding/higher strand of attainment is achieved.

To continue to improve on the percentage of children attaining Expected Standard in PSE in EYFS.

Raise the attainment of our pupils in Spelling and Grammar, particularly in KS2.

*Action Plan Title: **TEACHING***

Target	Actions Taken	Impact	Evidence
1 Tailor the new school assessment system further to make it more efficient.	Update and develop Classroom Monitor and PITA systems. Assessment Coordinator and English and Maths Leads to adapt the key objectives/criteria being assessed against. Attend all possible assessment training. Utilise a range of summative assessment that shows clear progress as well as attainment. Young's Spelling, PIRA, White Rose and Rising Stars etc.	Staff using IPAD assessment system regularly. Ensuring Classroom Monitor was more in synchronisation with PITA judgements. Pupil Progress Meetings enabled robust challenge and highlighted underperforming pupils, which in turn informed intervention. Pupil progress meetings upskilled teachers to analyse their own data beforehand System will allow for effective and robust pupil progress meetings. Meetings were tracked better. System will be verified by the Governing Body and meet all Government guidelines for assessment without levels.	Classroom Monitor Pupil Progress Meetings Research Assessment Workshops
2 Ensure effective communication of new assessment system with all stakeholders.	Age related expectations communicated to parents. PITA system explained to parents and Governors also. Tapestry meeting with parents to ensure online provision is accessible. Staff regularly updated. Improve upon a system that shows parents how their child is progressing through a year, and year on year. Implement a revised end of year report, which is far more informative and shows parents how their child is achieving against the in-year expectations. Seek parental opinion regarding new end of year report by Spring. (Parental forum analyse report/survey other parents) Update Governors at each FGB meeting – ensure assessment is part of GCD. Keep staff abreast of assessment at staff meetings.	Parents are more aware of the PITA system and understand how their child is assessed Governors are aware of how children are assessed and how it shows attainment and progress. Active use of Tapestry by 97% of parents. Parent survey to show minimum 50% of parental opinion. This was an overwhelming success, with a 96% positive response as to the new end of year report.	School data Tapestry Parent Information Booklets End of Year Reports Survey

<p>3 Enhance the Growth Mindset culture and implement a programme of Academic Resilience.</p>	<p>Staff trained to deliver Growth Mindset lessons to pupils. Research Academic Resilience by Young Minds and access training for all staff. Look at how the Growth Mindset approach can be taken to the next level to maintain its impact (KN is taking this on as a Personal Project) Develop a new child-friendly character linked to new award system. Create a whole school display to demonstrate Academic Resilience (Nurture) and a new Resilience Award. Relay how Academic Resilience can impact upon children to parents/governors. Impart the Academic Resilience approach to pupils through their lessons and Pastoral support. Continue to enable Growth Mindset and introduce Academic Resilience approach to be an integral part of our Nurture Provision and for P/P families. Create a school video for Growth Mindset/Academic Resilience at Homefield go on school website.</p>	<p>All Stakeholders aware of Growth Mindset Classrooms highlight the approach with display boards. Children displaying growth mindset celebrated weekly in Good Work Assembly with a new Stretch Gromin Award chosen by the pupils. Nurture provision and whole-school ethos to become more resilient. Attitudes of stakeholders based at school have changed. (Some fixed mindsets of parents still displayed) Teaching approaches altered Growth Mindset video created by the JLT. Children, parents and staff will be aware of Academic Resilience and the next phase of Growth Mindset. The attitudes of stakeholders have improved by review (questionnaire). Progress in English and Maths will have improved across all year groups. Less children are seen being dependent on Nurture provision and better strategies to cope with work and emotions for these pupils is imparted to them through their nurture sessions. Parental Information flyer sent home regarding Academic Resilience. Promotional Video regarding Growth Mindset and Academic Resilience created by JLT for pupils and parents.</p>	<p>Pupil Attitudes Staff Attitudes Review questionnaires</p>
<p>4 To ensure the higher attaining pupils are challenged appropriately to achieve across the curriculum.</p>	<p>Implement Maths Mastery approach in Years 1-6 following White Rose Resources and Maths No Problem! Ensure pupils are exposed to a range of resources and allowed to express maths in multiple ways. Staff training on offering breadth within yearly expectations – using and applying taught skills. Access CPD aimed at higher ability pupils Forge links with feeder high schools to challenge our higher attaining pupils. Implement a cycle of Pupil Research Projects to challenge the higher attaining pupils. Ensure HLTAs work with higher-ability children. Train three classes on Let's Think in English approach to enhance their meta-cognitive abilities in KS1 and KS2. Work with schools that have a good track record of pushing higher ability pupils. Forge links with independent schools.</p>	<p>Maths Mastery being used across all classes. Let's Think in English being used in Years 1, 5 & 6. Had a really strong impact in Year 5 on inference and reasoning skills. The percentage of children achieving Exceeding or Higher Standard across the school will be in line with National Average. EYFS Literacy 17% EXC Maths Number 10% EXC SSM 7% EXC KS1 Reading 30%, Writing 17% and Maths 23%. RWM at Higher Standard 10%. KS2 RWM 7%, Reading 22% and Writing 22% (Maths 15% and GPS 19% below NA.) All percentages were an improvement on the previous year's data</p>	<p>School Tracking Data Classroom Monitor Teacher Assessments Pupil Progress Meetings</p>

5 To develop children's ability to assess and edit their own work and offer constructive advice to others.	<p>Editing Licences used by Year 6 and will be spread across the school for editing.</p> <p>Develop a program of study to be delivered in all classes to teach children how to self-assess.</p> <p>Develop use of self and peer assessment guidelines</p> <p>Update effective marking and feedback policy</p> <p>Monitor effectiveness through marking and work scrutinies.</p> <p>Use of self/peer assessment stickers</p> <p>Develop self/peer critique template.</p>	<p>Self and Peer Assessment being used across each year group (Y1-Y6)</p> <p>In Maths and English this is most regular.</p> <p>Think Pink being used to edit and respond to teacher dialogue.</p> <p>Self and peer assessment is more evident in all Maths and English books by review. Self and Peer Critique template being used and pupils trained to give more effective feedback to one another.</p> <p>Book Scrutinies enable SLT to monitor regularity and effectiveness of self and peer feedback.</p> <p>Findings show consistency of use needs improvement, as well as use in other subjects.</p>	<p>Children's books</p> <p>Book and Work Scrutinies</p>

Overall impact:

Teaching is predominantly good and the consistency of this is improving. Teaching quality was externally verified by another Cluster Headteacher during a round of formal observations. There are still areas of development when it comes to ensuring sufficient pace, risk taking and appropriate challenge to all pupils, but this is being addressed. Marking is being responded to well by pupils and they are also more effective at giving constructive and accurate feedback to themselves and their peers. Assessment is strong and is being adapted to make it more in line with what Homefield wants, particularly with the trialling of class feedback for lengthier pieces of writing and with self and peer feedback. We are also implementing whole-school foundation subject assessments.

Next Steps:

Ensure challenge continues to be appropriate to all learners from the outset of a lesson.

Train the pupils in the skills of peer and self-assessment and ensure these are being used more regularly across the curriculum.

Ensure teaching continues to evolve and improve by enhancing pace, pupil engagement and assessment for learning.

Raise the profile and provision of Science within the school.

Homefield Church of England Primary School

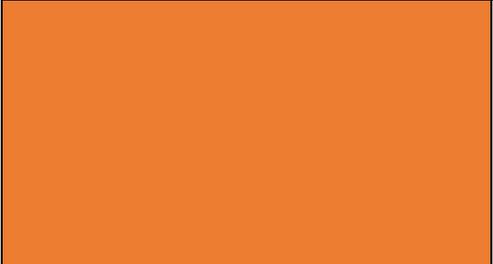
SDIP REVIEW

September 2017

Develop the whole-school assessment systems for foundation subjects.

Action Plan Title: BEHAVIOUR

Target	Actions Taken	Impact	Evidence
1. Develop children's academic resilience.	<p>Research Academic Resilience from Young Minds and discuss during staff meetings. Look at videos about it.</p> <p>Staff to receive training.</p> <p>Deliver sessions in all classes based on academic resilience - discreet teaching.</p> <p>Use JLT to create a school Growth Mindset/Academic Resilience video to go on school website.</p> <p>Create questionnaire to measure beginning and end impact of Academic Resilience.</p> <p>Introduce a Resilience Award</p>	<p>Attitudes to learning improved across the school.</p> <p>Growth Mindset video made with JLT/School Council</p> <p>Academic Resilience will have improved by review questionnaire.</p> <p>Number of children requiring nurture will have decreased.</p> <p>Progress in end of key stage classes was broadly in line with or above school expectations.</p>	<p>Pupil Aspirations</p> <p>Pupil Attitudes</p> <p>Parental Attitudes</p> <p>Pupil Surveys</p>
2 Improve children's ability to discuss and debate issues in class in a considered way	<p>Give children greater opportunities to debate in class as part of curriculum work.</p> <p>Increase opportunities for peer and self-assessment.</p> <p>Focus on class discussion during learning walks.</p> <p>Introduce an inter-house debating competition – this could be developed to a cluster competition if successful.</p> <p>Implement LTE in to three classes across KS1 and KS2 to generate a deeper awareness of discussion, reasoning and analysis.</p> <p>Increase the opportunities to analyse and discuss literature and share opinions.</p>	<p>Self and peer assessment is in most books.</p> <p>Debate competition did not occur. Cluster less favourable to commit to external competition.</p> <p>LTE improved children's reasoning, inference and debating skills. This will indicate an increase in children's reading performances and discussion abilities. Listening, Reasoning, Evidencing, Analysis.</p> <p>Learning walk notes will show evidence of increased opportunities for discussion via more open-ended questioning.</p>	<p>School data</p> <p>Learning Walks and Lesson Observations</p>
3 To increase the aspirations of children in all year groups.	<p>Links made with other schools in different parts of the country</p> <p>Letter to parents to invite any professionals in went out, but no volunteers came forward.</p> <p>Invite speakers in to special assemblies (held separate to collective worship) to talk about their careers, e.g. doctors, firemen, designers etc.</p> <p>Liaise with UEA to discuss the possibility of a trip for all Year 6 children.</p> <p>Look at the possibility of a trip to Kidzania in London.</p> <p>Improve an area of the school grounds so allow a private area for Year 6 children to develop their own SMSC, as well as the Walkway to</p>	<p>Due to costs, Year 6 were unable to get out of their own county last year.</p> <p>Links made with two schools outside of Norfolk.</p> <p>Trip to Kidzania needed.</p> <p>More aspirational visitors required</p> <p>A career day will have been held for the whole school.</p> <p>Year 6 are awaiting a finalised project for their own personal space within the school grounds.</p> <p>More needs to be done on this target.</p>	<p>Pupil Surveys</p> <p>Aspirations of pupils</p>

	increase the spirituality of all children through reflection.		

Overall impact:

Pupils have certainly grasped Academic Resilience positively and they are fully aware of its benefits. Children remain behaving well and are extremely compliant, however as teachers we need to tap into this wonderful resource and maximise the potential our pupils give back to us. Further work needs to be done to build higher aspirations in pupils, which could be linked to University trips or getting more aspirational visitors in, such as a careers library or human event.

Next Steps:

Develop higher aspirations of children through visits from inspirational professionals.

Train more classes in the art of Let's Think in English to stimulate further class debate and enhance reasoning skills.

Improve the level of respect shown to adults within school.

Action Plan Title: LEADERSHIP

Target	Actions Taken	Impact	Evidence
<p>1 Develop further effective links between the Governors, Senior Leaders and Staff.</p>	<p>More Learning Walks with Governors Committees have enabled a more collective and collaborative approach to governing the school. Continue with 'Governor Challenge Days (GCD)' so that all Governors are in school for half a day before FGB meetings. Enable senior leaders/staff to attend to be challenged over their areas of responsibility. Encourage Governors to liaise with Curriculum Teams to organise themed events and jointly monitor the school's provision of the curriculum areas. Enable Governors to link themselves to curriculum teams, so as to enhance the profile of subjects. Ensure all challenges are minuted.</p>	<p>More robust challenge from the Governors has enabled them to be far more aware of what is going on in the school and more able to hold Senior Leaders to account for the running of it. Senior Leaders and Governors more confident at dealing with and dealing out challenge Challenge within FGB meetings has increased and can be seen from minutes. Governors is far more vocal and more confident in presenting the SLT with challenging questions. Governors more visible in school aiding school improvement. Staff more aware of Governing Body New Governors were found to enhance skillset of GB.</p>	<p>FGB Minutes Governor Challenge Day Notes</p>
<p>2. Enhance the leadership of the curriculum subject teams.</p>	<p>Ensure leaders of the curriculum teams raise the profile of the subjects within them. Enable staff to have distributed responsibility for areas of the curriculum teams in order to enhance their leadership skills. Develop scrapbooks as a more effective alternative to subject leader files to build a portfolio of evidence Enable staff to regularly monitor how well subjects are being taught, to act upon underperformance swiftly and improve quality of teaching and learning.</p>	<p>Staff more willing to seek out new training opportunities. Staff are aware of expectation that they will feedback to other staff about new training they have received. Whole staff up-skilled. Staff actively raising the profiles of their subjects across the school. Staff beginning to implement whole school initiatives linked to their subjects, such as competitions, resources or assessment systems. Staff will have the ability to produce scrapbooks to evidence how subject areas are operating in school, enabling them to have a far greater understanding of how their area is led effectively.</p>	<p>Staff Meeting Minutes Training Log Lesson Observations Teacher on a Page Scrapbooks</p>
<p>3. Further develop the strength of new leadership personnel.</p>	<p>Liaise with NB2B to arrange a Mock Ofsted Challenge session for senior leaders. Ensure appropriate training is arranged to further develop leadership qualities of staff. Register interest for new Deputy to undertake NPQH qualification, as well as any new financial training. Develop leadership of new EYFS Lead through training.</p>	<p>SLT members leading their respective areas of school improvement successfully. SLT members attend appropriate training to enhance leadership skills. HT attended all premises and finance training, as well as assessment briefings and data workshops. Support received from Diocesan House and VNET representatives to enhance HT performance. HT performance management carried out by mentor and Governors to ensure positive impact of new Headteacher.</p>	<p>Staff Meeting Minutes Governor Minutes</p>

	Share progress with Governors through FGB meetings. Lead in-school refurbishment project to extend cloakroom for Year 2/3 children. New Art cupboard also.	Projects around the school developed financial management and planning of HT and Finance Officer. Future projects to be shared with SLT to enhance their skills.	
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Overall impact:

The leadership and management of the school has recently changed owing to a new Headteacher. Governors and Senior Leaders are more confident and willing to challenge and respond to challenge. Staff regularly feedback their new training to the remaining staff. HT attended all relevant and statutory training regarding premises and finance, as well as school leadership. This has seen an improvement in the use of health and safety protocols, as well as more effective safeguarding procedures. Better value for money is also being found.

Next Steps:

Seek further opportunity for Senior Leaders to plan for succession.

Seek further opportunities for Senior Leaders to develop their leadership and management potential.

Ensure new Governors are fully aware of the key areas of the school.