

Action	Progress	Who	Time scale
<p>Data</p> <ul style="list-style-type: none"> - To understand and support in assessing and reviewing standards across the school - Monitor whole school reading, writing and maths data and the closing of the gap for disadvantaged pupils alongside opportunities provided - Monitor whole school writing data and to see the impact in books of our new writing procedures - To support us moving towards new ULT assessment expectations and using Arbor as a data and comparison tool - Use the IDSR to know our position in regards to National benchmarks in data, vulnerable groups, stability etc. 	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Away day</p>	<p>AT/All</p> <p>AT/GC</p> <p>SF</p> <p>All/GC</p> <p>AT</p>	<p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Termly</p> <p>Away day</p>
<p>Curriculum</p> <ul style="list-style-type: none"> - To support the development of and understand the new ULT 3-18 curriculum intent, implementation and impact rationale - To understand the key drivers and language around the new curriculum - To understand the strengths and areas for development across the school's curriculum, priorities, quality of teaching and data - To understand our RHE intent and curriculum 	<p>On-Going</p> <p>Away day</p> <p>On-Going</p> <p>Aut A</p>	<p>AT/GC/AJ</p> <p>AT</p> <p>All</p> <p>JDS</p>	<p>On-Going</p> <p>Away day</p> <p>On-Going</p> <p>Aut A</p>
<p>Staff Wellbeing</p> <ul style="list-style-type: none"> - Support leadership & staff well-being and engage with staff wellbeing requests - Monitor the use of and the impact of the wellbeing budget as requested by the staff wellbeing team - Do a staff survey around staff well-being, safeguarding and aspects of support from Governors - Support the ULT in developing a vexatious policy to support staff with an increase in abusive and threatening parents 	<p>On-going</p> <p>Termly</p> <p>Spring 25</p> <p>Aut 24</p>	<p>PJ/CG/PP</p> <p>PP/PS</p> <p>PJ</p> <p>PJ</p>	<p>On-going</p> <p>Termly</p> <p>Spring 25</p> <p>Aut 24</p>
<p>Governance</p> <ul style="list-style-type: none"> - Governor self-review aspects – each governor to do a minimum of 1 self-review activity a year and to see all self-review reports - What is our impact as Governors on the school, the children and the education provided? - To appoint an attendance link Governor - To work through the deep dive questions for Governors - Offer relevant CPD opportunities to Governors, including welcome to being a Governor for PS and NS - To develop a Governor induction pack 	<p>On-going</p> <p>Half termly</p> <p>Sum A</p> <p>Hterm</p> <p>On-going</p> <p>Sum24</p>	<p>All</p> <p>All</p> <p>MU</p> <p>All</p> <p>AT</p> <p>AJ</p>	<p>On-going</p> <p>Half termly</p> <p>Sum A</p> <p>Hterm</p> <p>On-going</p> <p>Sum24</p>
<p>Finance</p> <ul style="list-style-type: none"> - Discuss and approve/reject budget requests and monitor the impact of spends on the quality of education 	<p>6 x a year</p>	<p>PP/All</p>	<p>6 x a year</p>
<p>Parents</p> <ul style="list-style-type: none"> - Governors be visible to parents and the community with aspects such as attending Oct parents evening, attending key events, attending induction evenings, Governor corner on the newsletter 	<p>On-going</p>	<p>All/PJ</p>	<p>On-going</p>
<p>ULT</p> <ul style="list-style-type: none"> - To know and abide by the updated ULT scheme of delegation 	<p>Sum 24</p>	<p>All/PJ</p>	<p>Sum 24</p>