



Trust Vision: Promoting Professional Excellence

School Vision: Successful Learners – Confident Individuals – Responsible Citizens

Local Governing Body – ACTION PLAN				
Name: Combs Ford Primary School Stowmarket Date: September 2023 to July 2024				
To ensure the Local Governing Body fulfil the 3 core functions of Governance from the Governance handbook, DfE March 2019. This plan to be review at LGB meeting termly for Impact and Next Steps.				
Priority 1: Ensuring clarity of vision, ethos and strategic direction				
Objectives	Action	Timelines	Monitoring	Outcomes (Termly Review)
Focus: Public Relations Strategy Ensure that the school’s vision and activities are shared with all stakeholders. Develop a public relations strategy so that there is tangible engagement with staff, pupils, families, our local community and the wider world. School Vision: Successful Learners – Confident Individuals – Responsible Citizens	SMSC leadership is established and effective. The quality of the school’s SMSC provision is reviewed against the SMSC Quality. UN Rights Respecting Bronze Award School vision is shared and ‘lived’ across the school – all staff and children can articulate it.	Termly	Monitoring Mornings LGB meetings	Autumn Term 2023 As part of the Behaviour for Learning Policy the School Vision is: Successful Learners – Confident Individuals – Responsible Citizens. This is interwoven into Behaviour for Learning Policy. In the monitoring morning in November this was observed in the lessons. Separate monitoring morning document.

<p>Focus: Sustain Behaviour for Learning Policy Review the 'Behaviour for Learning' policy, update in response to feedback from staff and children and ensure routines are embedded consistently across the school.</p>	<p>Standards of behaviour are maintained and improved.</p> <p>Updates through Head's report. Observations through monitoring. Termly update to Governors - behaviour incidents analysis.</p>	<p>Termly</p>	<p>LGB meeting all Governors</p> <p>Governor Monitoring mornings</p>	<p>Autumn Term 2023 During the monitoring morning in November the pupils were interviewed:</p> <p>Does the school makes sure its pupils are well behaved? Children said pupils were well behaved. They said if pupils did not behave the teacher used the colour chart, zone boards which they liked.</p>
<p>Focus: SMSC Broaden children's spiritual, moral, social and cultural education. To ensure all stakeholders are familiar with the UN Rights Respecting curriculum through a range of activities and use these to support actions and respect for others.</p>	<p>SMSC leadership is established and effective. The quality of the school's SMSC provision is reviewed against the SMSC Quality UN Rights Respecting Bronze Award.</p> <p>Updates through Headteacher reports. Leader presentation to Governors. Focus during one of the monitoring mornings</p>	<p>Termly</p>	<p>Monitoring Mornings</p> <p>LGB meetings</p>	<p>Autumn Term 2023 The school has achieved the Bronze ward for UN Right and Respecting Curriculum.</p> <p>During the monitoring in November the pupils were interviewed: Are there a good range of subjects available for you? Yes, such as writing, geography, science, history, maths.</p> <p>They enjoyed learning about the Romans and writing poems about them. Also World War 2 where they wrote a diary for descriptive writing.</p>
<p>Focus: Improved Lunchtime Provision and Children's Talents and Interests Continue to enhance the quality of lunchtime provision through upskilling MDSAs and providing additional activities for children.</p> <p>Broaden opportunities to</p>	<p>MDSAs take ownership of lunchtime behaviour. Reduced number of red incidents occurring at lunchtimes. There is an increased lunchtime offer of sports and activities which have occupied children more effectively.</p> <p>A broader range of clubs is offered</p>	<p>Termly</p>	<p>LGB meeting all Govenors</p> <p>Monitoring mornings all Governors</p>	<p>Autumn Term 2023 During the monitoring visit in November the pupils were interviewed:</p> <p>Are you happy at this school? The children very positive about being at Comb Ford. They enjoyed the opportunities such as trips, especially residential in Year 4, dodgeball, football, having responsibilities such as lunch time sports leaders, reading</p>

nurture, develop and stretch pupils' talents and interests.	to children at lunchtime and after school. Regular updates to Governors. Updates through Head's report. Observations of breaks/lunches and pupil behaviour. Meeting with school council			buddies and school council projects. These projects include cleaning up the playground, to develop newsletter for parents and a buddy bench. <u>Spring Term 2024</u> Governors meet with PE leader during their monitoring morning in March. There is a separate monitoring overview document. <u>Strengths:</u> <ul style="list-style-type: none"> • KS1 and EYFS take up for clubs and events was 10% now 30% • Introducing new opportunities and new clubs • Use of the field and Afroturf area used at lunchtime supported by school staff • PE leader had a clear plan and vision for the school
Priority 2: Holding executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff				
Objectives subject leader	Action	Timelines	Monitoring	Outcomes (Termly Review)
Focus: Feedback and Tracking Ensure that pupils' achievements across a wide range of subjects are recorded and tracked systematically (Ofsted 2016) and develop teacher feedback to improve learning.	Tracking is used systematically across all subjects and all classes to inform interventions and assessment judgements. Effective feedback is reflected in accelerating children's progress in all subject areas, but especially in	Termly	LGB meetings Monitoring book scrutiny. Feedback from pupils.	<u>Autumn Term 2023</u> During the monitoring morning in November the Writing lead was interviewed and showed strong leadership in assessment? How effective are your assessment arrangements?

	<p>Reading, Writing and Maths.</p> <p>Updates through Headteacher reports. Focus during one of the monitoring mornings</p>			<ul style="list-style-type: none"> Developed new assessment for writing grids for each year group. This support teacher to cover all aspects of the writing curriculum. <p>How do you moderate assessments?</p> <ul style="list-style-type: none"> Trust schools moderate in year groups for consistency. Trust looks at quality of the writing to ensure assessment is accurate. <p>How do you monitor and evaluate writing?</p> <ul style="list-style-type: none"> Termly writing talk. Planning schedule termly. Pupil voice termly.
<p>Focus: Science Ensure that the Science curriculum provides children with the knowledge and skills to be gained at each stage (Ofsted 2016).</p>	<p>White Rose Science delivered and moving towards sustaining. Practical Science is embedded in lessons. Primary Science Quality Mark (PSQM) achieved.</p> <p>Updates through Headteacher reports Subject Leader meeting – Leaders to talk through ongoing changes</p>	Termly	<p>Science Governor meet with Subject Leader</p> <p>LGB meetings</p>	<p><u>Summer Term 2024</u> What was observed during a monitoring visit</p> <ul style="list-style-type: none"> Year 6 pupils were engaged in their work. Keen to answer questions. With good questioning pupils were able to answer using correct Scientific language. Having adopted the White Rose Science scheme there are a few hiccups: Very little development work in the Science curriculum has been done between January and April

	and activity.			<ul style="list-style-type: none"> • White Rose PowerPoints have the basic knowledge and are not being tailored to each class. This is a broad generalisation!! • Each PowerPoint has knowledge based flashback starter to test retrieval of prior knowledge. Can be used to inform and make the lessons after assessment relevant. • CM has created a set of non-negotiables for each Science Lesson. I have attached a copy.
<p>Focus: Curriculum Coherence Develop and sustain a coherent curriculum that ensures our children gain the essential knowledge they need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.</p>	<p>‘The Big Picture of Our Curriculum’ is reviewed to ensure that it is an accurate reflection of the school’s offer to children. Curriculum Enhancement Offer mapped by Year, Subject and ‘Big Ideas’. Strong Subject Leadership is evident through the high quality curriculum and teaching.</p> <p>Updates through Headteacher reports</p>	Termly	<p>LGB meetings a</p> <p>Summer Term monitoring afternoon.</p>	<p><u>Autumn Term 2023</u></p> <p>During the monitoring morning in November the Writing lead was interviewed and showed strong leadership?:</p> <p>Questions</p> <p>Can you explain the aims and the structure of the writing scheme used?</p> <ul style="list-style-type: none"> • New model shared during staff meeting before introduction in September. • Key area immersion before writing takes place to engage pupils. • Key areas – vocabulary, immersion, knowledge organisers generated by pupils, planning, create, practice, editing, publish. • Pupils share their writing with other classes. • Quality of writing, small steps. • Breaking writing down. • More text types used. • Starter and plenary in ever lesson.

				<ul style="list-style-type: none"> • Upping quality of vocabulary used. • Word of the week wall. • 6 step model followed by teachers and pupils. 						
<p>Focus: Reading Ensure a rigorous and sequential approach to the reading curriculum to develop pupils' fluency, confidence and enjoyment in reading.</p>	<p>Sustain 'Twinkl Phonics' and adapt intelligently to support all our children's progress. Accelerated Reader is delivered with a focus on Key Stage 2.</p> <p>Updates through Headteacher reports Subject Leader meeting – Leaders to talk through ongoing changes and activity Focus during one of the monitoring mornings</p>	Termly	<p>LGB meetings</p> <p>Monitoring mornings</p>	<p><u>Summer Term data (Provisional)</u> <u>Phonics Screening Check (PSC) 2024</u></p> <table border="0"> <tr> <td></td> <td style="text-align: center;">Year 1</td> <td style="text-align: center;">Year 2 (Retakes)</td> </tr> <tr> <td>2024 Pass</td> <td style="text-align: center;">80% ↑</td> <td style="text-align: center;">83% ↑</td> </tr> </table> <p><u>EXS+ Year 6 SATs 2024</u></p> <p style="text-align: center;">71%</p>		Year 1	Year 2 (Retakes)	2024 Pass	80% ↑	83% ↑
	Year 1	Year 2 (Retakes)								
2024 Pass	80% ↑	83% ↑								
<p>Summer Term</p>	<p>Develop and sustain the new approach to Writing.</p> <p>Handwriting is legible across the school.</p> <p>Updates through Headteacher report Subject Leader meeting – Leaders to talk through ongoing changes and activity Focus during one of the monitoring mornings</p>	<p>Termly</p> <p>Termly</p>	<p>LGB Standards meeting</p> <p>All Governors Monitoring mornings and book scrutiny</p> <p>Line of Enquiry report from Trust Executive HT</p>	<p><u>Autumn Term 2023</u></p> <p>Governors observed during Monitoring morning in November. There is a separate monitoring overview document.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> • EYFS; • Good learning behaviour; • Good modelling by teachers; • Model of writing scheme being followed; • Consistency of approach across year groups; • Development in the quality of writing; 						

	Line of Enquiry from Trust Standards		<ul style="list-style-type: none"> • Using more advanced vocabulary; • Pupils engaged in independent work; • Prompt sheets to support learning; • Year group planning; • Different text types used; • Immersion; • Use of zone boards very effective for learning behaviour; • Weekly spelling tests. <p><u>Next Steps:</u></p> <ul style="list-style-type: none"> • Qualify and use of working walls so pupils can refer to them during the lesson. • Marking, editing more consistent cross school. • Marking and feedback policy to be completed by April 2024. • Pupils liked DIRT to edit – promote this. • Governors to track writing progress for all year group at LGB Standard meeting each term (SIP Success Criteria for Writing number 4). • Continue to improve handwriting across the school (SIP Success Criteria for writing number 5). • In subjects share with the pupils what they will be studying each term. <p><u>The school is making good progress against their SIP Success Criteria for Writing numbers 1, 2, 3 and 6.</u></p> <p><u>Spring Term 2024</u></p>
--	--------------------------------------	--	--

				<p>Governors looked at the pupil writing books across the school in March. There is a separate monitoring overview document.</p> <p><u>Strengths</u></p> <ul style="list-style-type: none"> • Teaching in EYFS and Year 1 • Consistent approach by EYFS and Year 1 • Some use of Triangles and Highlighting to support learning in Writing books • Year 5 good Handwriting •
<p>Focus: Maths Raise attainment in maths so that pupils make at least expected progress from their starting points (end of previous key stage).</p>	<p>WRM mastery approach to Maths sustained.</p> <p>Updates through Headteacher reports Subject Leader meeting – Leaders to talk through ongoing changes and activity Focus during one of the monitoring mornings</p>	<p>Termly</p>	<p>LGB meeting</p> <p>Monitoring mornings</p>	<p><u>Spring Term 2024</u> Chair Governors observed, during Monitoring morning in January. There is a separate monitoring overview document.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Consistency of teaching and approach by most classes • Flash back 4 used effectively by most classes • Good learning behaviour • Use of Maths books • Pace in lessons • Maths resources used especially in KS1 and Year 4 • Modelling by Teacher • Maths working walls in each classroom • Interaction by pupils • Modelling by teacher

				<ul style="list-style-type: none"> Strong leadership by Maths Lead Assessment and Long Term Plans <p><u>Spring Term 2024</u></p> <p>Governors observed during Monitoring morning in March. There is a separate monitoring overview document.</p> <p><u>Strengths:</u></p> <ul style="list-style-type: none"> Teaching in EYFS and Year 1 good teaching and showed consistency between classes
<p>Focus: Performance Management</p> <p>Generic targets for staff to be resented to Governors linked to School Improvement Plan.</p>	<p>Performance Management generic targets to be presented by Headteacher.</p>	<p>Autumn Term</p>	<p>LGB meeting</p>	<p><u>Autumn Term 2023</u></p> <p>All Performance manage targets have been set for staff linked to the SIP. The generic targets were presented to the Governors at the LGB meeting.</p>
<p>Priority 3: Overseeing the financial performance of the organisation and making sure its money is well spent.</p>				
Objectives	Action	Timelines	Monitoring	Outcomes (Termly Review)

<p>Focus: Financial Budgeting To ensure that school's financial performance does support the School Development Plan.</p>	<p>Effective budgeting of staffing Commitment of funding Accurate budgeting predictions Targets and key improvement strategies delivered. Educational outcomes met.</p>	<p>Termly</p>	<p>Finance Governor Trust CFO to join LGB Finance meetings</p>	<p>Autumn Term 2023 The school budget was presented at the LGB Finance meeting in November 2023. The Headteacher and Governors work closely with the CFO to ensure all new staff appointment are agreed with the CFO regarding Finance.</p>
<p>Focus: PPG Strategy Disadvantaged children make good progress and achieve similar academic outcomes to our non-disadvantaged children. Pupil Premium Grant spending to ensure that the school has a clear strategy for effective use.</p>	<p>PPG children achieve (or exceed) expected levels in reading, writing and maths and make (or exceed) expected progress. Century Learning is used to support interventions Accelerated Reader is used to support reading fluency TAs are deployed strategically Data from Academic Tutoring interventions shows positive and accelerated progress Good outcomes for Pupil Premium progress. The pupil premium strategy statement is followed and acted on. Ensure that the Pupil Premium money is used effectively.</p>	<p>Termly</p>	<p>Monitoring Mornings all Governors. PP Governor to meet with HT LGB Finance Committee.</p>	<p>Autumn Term 2023 The Headteacher and Chair of Governors met to complete PP Document for 2023/2024. This was presented to the Governors at the LGB meeting.</p>
<p>Focus: SEND Maximise progress for children with SEND through supporting and quality assuring the work of</p>	<p>Implement the recommendations of the EEF reports on SEN in Mainstream Schools and Making Best Use of Teaching</p>	<p>Termly</p>	<p>Monitoring Mornings all Governors.</p>	<p>Autumn Term 2023 The SENCo and SEND Governor met and completed a separate report. This was presented at the LGB.</p>

<p>Learning support Assistants (LSAs).</p>	<p>Assistants, guided by the work of Judith Carter (Essential SENCo Toolkit). Children with SEND make maximum progress.</p> <p>Preparation for the SEND Inclusion Award is underway with provision audited and action plan in place.</p>		<p>PP Governor to meet with HT</p> <p>LGB Finance Committee</p>	
--	--	--	---	--

Completed 10/07/24