



Dear Local Governance Committee

SCHOOL DEVELOPMENT AND STAKEHOLDER MEETING

Take notice that a meeting of the Local Governance Committee will be held on Thursday 10th November 2022. The meeting will be held by zoom at 8am

All governors should ensure that if they are unable to attend a meeting but wish to comment or raise questions on any point of the Agenda, they should email any and all comments and questions to the Clerk khardy@lifeeducationtrust.com by the date of the meeting. The Chair of the LGC will ensure that any comments or questions submitted by the absent governor will be raised during the appropriate agenda item.

AGENDA

Invitees: Sally Croft
 Suzanne Farris
 Liz Fajimolu (Chair)

Emilie Darabasz
 Becca Davey

In attendance: Kathy Hardy (Clerk)

Observer: Louise Winston (Clerk)

Item		Timing	Raised
1.	WELCOME & APOLOGIES - to note and approve apologies for absence	2mins	LF
2.	DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.	1 min	LF
3.	MINUTES OF THE PREVIOUS MEETING – to receive and confirm the Minutes of the meetings held on 22 nd September (Draft copy attached)	2 mins	LF
4.	MATTERS ARISING – to note matters arising from the above minutes Page 2 Item 7 – Governors requested to return completed ROIs and updated biographies by 21 st October – action complete Page 3 Item 11 – Governors to receive the weekly school newsletter and to take safeguarding training on the governor portal– action complete	5 mins	LF

	<p>Page 6 Item 18 – governors to receive a verbal annual review update from the Chair – on this agenda</p> <p>Page 6 Item 20 – Governor morning to be arranged for next half term – action complete</p>		
5	<p>SCHOOL DEVELOPMENT PLAN</p> <p>Term 1</p> <p>a. To receive the final review of the SDP for 2021-22 (attached)</p> <p>b. To receive the final SDP for current year (attached)</p>	30 mins	MT
6	<p>STAKEHOLDER FEEDBACK (from formal sources)</p> <p>Term 1</p> <p>a. Parent (Executive Summary attached)</p> <p>b. Governor Visit forms (none received)</p>	15 mins	MT
7	<p>LGB SPECIFIC ITEM</p> <p>a. Local Governance Committee Roundup to be included half termly in newsletters updating parents as to the work of the LGC in the school (attached)</p>	5 mins	Clerk
8	<p>POLICIES – (Attached as a separate pdf in the Agenda folder on the Governor portal)</p> <p>To recommend for approval by the Board the following local policy/ies:</p> <p>RP Presentation Policy RP Reasonable Force and Restraint Policy Behaviour Policy 2022 Margaretting Admissions Policy 2024-25</p> <p>To note the following Trust level policy/ies that have been agreed by the Board:</p> <p>Pay Policy 2022-23</p>	5 mins	LF
9	ANY OTHER BUSINESS	5 mins	
10	<p>DATES OF LGB MEETINGS FOR 2022-2023</p> <ul style="list-style-type: none"> ● 26th January 8am ● 23rd March 8am ● 4th May 8am ● 20th July 8am 		

Mrs K Hardy, Clerk to the Local Governing Body



A meeting of the Local Governance Committee was held on 22nd September 2022. The meeting was held by ZOOM at 8am

MINUTES

Attendees: Emilie Darabasz
 Suzanne Farris (Chair)
 Becca Davey

In attendance: Kathy Hardy (Clerk)
 Louise Anderson (Finance)
 Vicky Smith (HR Manager)
 Steve Adams (Trust Head of Estates)
 Melissa Taylor (Headteacher)
 Peter Whitelock (Trust Chief People Officer)

Commenced 8am

Item		Action
1.	<p>WELCOME & APOLOGIES</p> <p>Apologies were received from Liz Fajimolu who was unwell and Rev Sally who was on holiday. Suzanne Farris would chair the meeting.</p> <p>Peter Whitelock the Trust Chief People Officer was welcomed to the meeting</p>	
2	<p>CHAIRMAN AND VICE CHAIR To note the Chair and Vice Chair 2022-23</p> <p>Governors noted the Chair and Vice Chair for 2022-23</p>	
3.	<p>DECLARATION OF PECUNIARY OR CONFLICTS OF INTERESTS/LOYALTY – Governors are invited to declare any interest in any item on the agenda for this meeting. Members may still declare an interest in any item at any time prior to the consideration of the matter.</p> <p><i>Emilie Darabasz is Joint Headteacher of Frances Bardsley Academy</i></p> <p>There were no other declarations so made</p>	
4.	<p>MINUTES OF THE PREVIOUS MEETING –</p> <p>The minutes of the meeting held 14th July were received and confirmed by governors present</p>	
5.	<p>MATTERS ARISING</p> <p>Page 2 Item 5 – MT to look at rephrasing the SDP (2021-22) section on Persistent Absence action complete</p>	

	<p>Page 3 Item 5 – MT to review the terminology to show how Teaching & Learning would be judged for the SDP 2022-23 action complete</p> <p>Page 3 Item 5 - MT to consider the use of the Trust minibus to cut travel costs for staff. Action ongoing</p> <p>Page 3 Item 6 – Governors to complete Skills Audits and hold meetings with the Chair during the summer – action complete</p> <p>Page 4 Item 9 – Clerk to update the link Healthcheck governors – action complete</p> <p>Page 5 Item 11 – staff were reminded about the Trust BBQ on 15th July. Governors noted that promoting the parent survey had been difficult. action complete</p>	
6.	<p>TERMS OF REFERENCE & SCHEME OF DELEGATION To note the Terms of Reference and Scheme of Delegation as agreed by the Board of Directors</p> <p>Governors noted the Terms of Reference and Scheme of Delegation</p>	
7	<p>GOVERNANCE</p> <p>a. To complete and return Register of Interests Governors were asked to return ROIs by 21st October</p> <p>b. To receive Governor Attendance 2021-22 Governors noted the past year’s attendance which would be uploaded to the website</p> <p>c. To return updated biographies Governors were asked to forward any updates by the clerk by 21st October</p>	<p>ALL</p> <p>ALL</p>
8	<p>HUMAN RESOURCES</p> <p>a. To receive report Vicky Smith spoke to the report. There were no questions raised</p>	
9.	<p>FINANCE</p> <p>a. To receive report Louise Anderson spoke to the report. Governors were informed that whilst the school had an in year balance at 31st July, revisions now show an in year deficit of £34k. The Trust continue to work on the budget with the school and will present the final budget to Finance & Facilities Committee in November for approval.</p> <p>Governors asked whether the school would receive any additional funding for the rise in energy bills. Louise reported that an announcement had been made by the government yesterday and the Trust would be working on the details over the coming weeks.</p> <p>The Headteacher thanked Finance and the HR team for their support and noted that she met with finance regularly to consider cost savings. Governors were informed that the school’s financial position was in line with other schools in the Trust and nationally.</p> <p>Governors raised concerns about viability of the school in the longer term and noted that the school was already being frugal and asked what further cutbacks could be made?</p> <p>The Headteacher responded that the school were looking to better promote external lettings as an income generator as well as looking at ways to reduce staff travel expenses where possible.</p>	
10.	<p>PREMISES</p> <p>a. To receive report</p>	

	<p>Steve Adams spoke to the report. Governors were informed that Smartlog was up to date and to note that a further Condition Survey was expected to be carried out in 2023. The fixed electrical testing would take place in the next few weeks.</p> <p>Governors asked whether the report covered CIF bids. Steve responded that any updates on projects taking place due to CIF funding would be explained under the building update section of the report.</p> <p>Governors asked whether the Trust would re-apply for a CIF bid for the roof. Steve confirmed that the Trust would look at the feedback from the DfE to see how to improve the bid and address concerns they had and resubmit in the next round.</p> <p>Governors asked whether there were any remedial repairs to be carried out on the roof. Steve reported that the roof is currently robust but may require remedial repairs whilst looking to keep costs to a minimum. Governors were informed that funding for any maintenance works would initially fall within the school budget.</p> <p>The Headteacher reported that the site assistant had improved the look of the children's toilets during the summer in the short/medium term which had been well received. She thanked the team for the boiler installation which would save money in the long term.</p> <p>Governors asked whether the playground equipment would be replaced. The Headteacher reported that the climbing frame had been removed as it was not fit for purpose and couldn't be replaced due to regulations relating to the proximity of the equipment to the boundary fencing. Governors were informed that benches would be replaced with fixed benches in the longer term and that the children had appreciated the extra space in the playground.</p>	
11	<p>LEADERSHIP & MANAGEMENT</p> <p>a. To complete Healthcheck</p> <p>Governors had read the Healthcheck and raised the following questions:</p> <p>Q – Page 3 of the healthcheck relating to safeguarding folders notes that files were now electronic however during a Safeguarding link visit there were still paper files being used – could the school clarify the process. A – the school has moved to My Concern but is still in transition with some ongoing child protection issues. Paper files would be scanned onto My Concern</p> <p>Q – could Governors receive the weekly newsletter going forward. A – the newsletter is uploaded to the website but has been delayed in the last couple of weeks. The school would arrange for the newsletter to be circulated to governors going forward.</p> <p>Q – Can Governors attend safeguarding training in school A – There is no requirement for Governors to attend teacher safeguarding training in school as governors only require the basic level of safeguarding or the foundation level if a link governor to that area. Governors were however invited to take online training and other training identified by the Trust which is provided on the governor portal</p> <p>RAG Rating GGG</p>	<p>MT</p> <p>ALL</p>
12.	QUALITY OF EDUCATION	

	<p>a. To complete Healthcheck Emilie Darabasz spoke to the Healthcheck</p> <p>QoE1 - there was clear evidence that the curriculum was broad, balanced and challenging with a wide range of activities which helped students broaden their cultural capital. Monitoring showed children were engaged in the curriculum.</p> <p>Q – do all PP children attend clubs? A – Over 85% of PP children attend clubs</p> <p>QoE2 – there were regular opportunities for children inside and outside the classroom which was evidenced through learning walks, lesson observations and work scrutinies and show effective and highly effective practice.</p> <p>Q - Do you track diversity to understand why children don't attend clubs? A – the school only tracks disadvantaged children. Many parents live outside the catchment and some children just don't want to attend clubs. 3 of the 20 PP don't attend and 2 are from same family who live a distance from the school.</p> <p>QoE3 – This section to remain green as the data is strong and children have made good progress leading to a great set of results. Emilie thanked staff for their hard work in achieving these results. Interventions were discussed and reviewed to streamline and refine</p> <p>Observation – the results were a great testament and governors thanked everyone involved.</p> <p>Q –were the children expected to do well? A – the results were higher than predicted and was as a result of the children and staff who worked very hard to achieve them. The school were very pleased with the results and governors were informed that the cohort was 50% PP.</p> <p>RAG Rated GGG</p>	
13.	<p>PERSONAL DEVELOPMENT</p> <p>a. To complete Healthcheck Rev Croft provided the following statement in support of her healthcheck visit:</p> <p><i>Mrs Taylor and I met at the beginning of the Autumn term. This healthcheck is green in all aspects of SMSC and preparation for adult life and physical and mental health.</i></p> <p><i>The summer term continued to build on the foundation set in the previous terms, looking in particular at the children's growth in spirituality and their ability to express this. Collective worship led by teachers and clergy continued to support this development alongside reinforcing the school and british values.</i></p> <p><i>All years participated in some sort of special activity day whether it was celebratory, day trip or residential trips.</i></p> <p><i>Clubs remain wide ranging and well attended and all pupils were prepared to move on whether to new classes or a new school.</i></p> <p>Q – in answering question 2.3 on protected characteristics should the answer relate to how pupils are learning or about safeguarding training? A - Governors were informed that it was difficult explaining FGM to primary aged children. Staff receive thorough training looking at key indicators and the</p>	

	<p>NSPCC training for the children mainly relate to worries, safety, if they are unhappy, if they have not had breakfast etc.</p> <p>RAG Rating GGG</p>	
14.	<p>BEHAVIOUR & ATTITUDES</p> <p>a. To complete Healthcheck</p> <p>Systems were in place robust and were working well. The behaviour in school was s good and tracked well. Behaviour for SEND children was discussed and how the Trust SENDCo would work across the school.</p> <p>Engagement with the parent survey was discussed and although the results were good the school and Trust would look to see how best to communicate the importance of completing the newer longer survey.</p> <p>Attendance was above national average and it is expected to continue.</p> <p>The school would be contacting parents with a PPG letter again to capture those who might now be eligible. The mental wellbeing of staff continues to be considered. There were processes in place to monitor how well the children are doing in terms of attendance and attitudes</p> <p>Q – Governors noted that the DfE had updated the guidance on exclusions (fixed term or permanent) which amended the terminology to suspension</p> <p>Q – if a child is dependent on one LSA how are they managed if that LSA is off sick? A – the absence is covered within school as far as possible to save costs and children know all the LSAs.</p> <p>RAG Rating GGG</p>	
15	<p>SEND</p> <p>a. To complete Healthcheck</p> <p>Suzanne Farris spoke to the new Healthcheck and noted that the school uses their own resources before EHCPs or additional funding is provided by the LA or ESFA</p> <p>Governors noted that the child with medical needs in KS1 only receives funding for the medical aspect of his needs and is not funded through an EHCP.</p> <p>The school has access to a speech therapist who is working well with the children and making positive changes.</p> <p>Governors noted that during the application process for an EHCP, there was no interim funding available for that child and the school had to self fund.</p> <p>Q – when children attend with special needs how are they supported by external agencies. A – there are a number of children who have been identified as having a needs but not officially. There is little support for these children until assessment and funding (if criteria is met) is obtained. All staff have received training in Autism and ADHD and all appropriate staff have had training to assist the child with medical needs</p> <p>RAG Rating G</p>	
16	<p>SAFEGUARDING</p> <p>a. To complete Healthcheck</p>	

	<p>Safeguarding is well monitored by all school staff. The ILink governor has an in depth knowledge of what is going on at Margaretting.</p> <p>The Audit was completed and there are no new concerns. There were no looked after children (LAC) in school.</p> <p>Q – regarding the child who was recently bereaved, was there anything that needed to be done to safeguard that situation A – the situation is in hand and the family have been supported throughout the summer holidays including providing uniform. Social Care and the police have been kept informed.</p> <p>Governors noted that this was one example of the how the school nurtures its children by going above and beyond.</p> <p>RAG Rating G</p>	
17.	<p>POLICIES –</p> <p>To approve the following local policy/ies:</p> <ul style="list-style-type: none"> • Safeguarding Policy • Rural Primary Teaching & Learning Policy <p>Governors approved the policies</p> <p>To note the following Trust level policy/ies that have been agreed by the Board:</p> <ul style="list-style-type: none"> • Safeguarding & Child Protection Policy Statement • Local Governance Code of Conduct • LIFE EYFS Policy Statement • LIFE Appraisal Policy • LIFE Capability Procedure • LIFE Whistleblowing Policy <p>Governors noted the policies</p> <p>Governors to read Part 2 of <i>Keeping Children Safe in Education 2022</i> and confirm to the clerk in writing that Governors have done so.</p>	
18	<p>Governor Annual Review</p> <ul style="list-style-type: none"> • To receive a verbal update – to be held over to the next meeting 	Clerk
19	<p>To receive Board & Committee Meetings summary Summer 2022</p> <p>Governors received the summary.</p>	
20	<p>ANY OTHER BUSINESS</p> <p>The Headteacher invited Governors to a governor morning at the school after half term and would circulate dates and times in due course.</p>	MT
21.	<p>DATES OF LGC MEETINGS FOR 2022-2023</p> <ul style="list-style-type: none"> • 10th November 8am • 26th January 8am • 23rd March 8am • 4th May 8am • 20th July 8am 	

Meeting concluded 8:55
Mrs K Hardy, Clerk to the Local Governance Committee

LIFE Education Trust: School Development Plan Priorities for 2021/22

Margaretting C of E Primary School

At LIFE Trust, we believe that each school should have the freedom and autonomy to determine its own strategic objectives at a local level, in order to bring about the improvements that will have the greatest positive impact upon their own pupils' experiences and outcomes. Nevertheless, these local school objectives are aligned to the Trust's strategic priorities, as expressed in its Three Year Strategic Plan for 2019 – 2022, which includes priorities around *Strong Achievement & Improvement, Outstanding Ethos, Efficient and Effective structures, Strong Collaboration and Expansion* of the Trust.

The School Development Plans are written to align especially to the Trust's performance priority for *Strong Achievement and Improvement*.

In order to achieve improvement across the LIFE Trust, each school's Development Plan will set three to four objectives, which will be aligned to the following Trust priorities:

- A. To provide all our pupils with an exceptional **Quality of Education**, with a particular focus on improving the life chances of our most disadvantaged pupils, by developing a broad curriculum based on *boundless creativity*
- B. To develop an ethos of positive **Behaviour and Attitudes** so that all pupils can flourish in an environment of *heartfelt compassion*, where they want to attend, want to learn and where they feel safe and treated with respect and fairness
- C. To improve the **Personal Development** of our pupils so that they are equipped for an adult life, which they can embrace with *courageous optimism* and where they are prepared, willing and able to become healthy, engaged, active citizens in our modern, diverse world
- D. To strengthen the **Leadership and Management** of our schools so that we can *Build Great Learning Communities*, focused particularly on how we learn and learn differently, constructive feedback and teaching and assessing reading

In meeting its own strategic objectives, each school should achieve pupil outcomes in line with its annual published targets and thereby contribute to the achievement of the Trust's shared, aspirational standards.

LIFE Education Trust

Margaretting C of E Primary School Development Plan 2021/22

At Margaretting Primary School, the objectives that we work towards are set within the framework of the Trust's strategic priorities. In 2020/21, our school improvement objectives have been set in common with the other LIFE rural primary schools:

1. To embed, review and develop the LIFE rural schools' primary curriculum and incorporate the new EYFS Framework (*Trust Priority A*)
2. To strengthen the school's position in relation to SIAMS (*Trust Priorities A, B & C*)
3. To improve the life chances of our pupils by narrowing pre-existing attainment gaps for disadvantaged pupils and those assessed as widening during the coronavirus pandemic (*Trust Priorities A, B & C*)
4. To raise standards in reading (*Trust Priority A & D*)

The achievement of these objectives should ensure that the school meets or exceeds the following revised targets for 2022: **(yet to be confirmed)**

<u>Early Years</u>		<u>Key Stage 1</u>	<u>ES</u>	<u>HS</u>	<u>Key Stage 2</u>	<u>ES</u>	<u>HS</u>
EYFS (GLD)	(78)	Reading	42% (100)	42% (42)	Reading	67% (92)	17% (42)
Phonics screening	69% (85)	Writing	42% (83)	42% (42)	Writing	67% (92)	17% (25)
		Maths	42% (92)	42% (42)	Maths	75% (92)	17% (33)
		Combined	42% (83)	42% (42)	Combined	58% (92)	8% (17)
PPG combined RWM			50% (100)	50% (33)		60% (83)	0% (0)
Whole school Attendance	97%		(95.7)*				
Persistent Absence	3.4%		(3.8)*				

**Whilst these figures are below the targets set, they are still 1-2% above the national average.*

Actual % results are shown in red.

School Development End-of-Year Review

Objective 1 To embed, review and develop the LIFE rural schools' primary curriculum and incorporate the new EYFS Framework.		Success Criteria:		Rag rating
		<ul style="list-style-type: none"> KS2 outcomes in 2022 will be above the national average in all measures 		G
		<ul style="list-style-type: none"> Lesson monitoring records will show staff delivering engaging lessons in line with agreed curriculum 		G
		<ul style="list-style-type: none"> Staff feedback will report increased confidence in delivering the curriculum 		G
		<ul style="list-style-type: none"> Pupil engagement in lessons will be good and their feedback positive 		G
		<ul style="list-style-type: none"> Reports from Exec HT, Curriculum Coordinator, Phase Leaders & Subject Leaders will be positive 		G
		<ul style="list-style-type: none"> Provision in Reception will comply with the new statutory EYFS Framework for 2021 		G
Actions	Steps (including CPD)	Intended Impact (Outcomes)	End of Year review	
1.1 To facilitate the work of Curriculum Coordinator, Subject Leads and Phase Coordinators	<ul style="list-style-type: none"> All teaching staff to attend CPD meetings lead by the Trust Organise a monitoring and evaluation timetable with all of the Subject Leaders (overseen by the Curriculum Coordinator) Edit and improve the current subject plans, in phases, under the direction of the Phase Coordinators Staff will be released to monitor their subject areas 	<ul style="list-style-type: none"> Teaching in school will be good or outstanding as teachers will put into place what they have learnt from the CPD Feedback from the Subject Leaders will show an improvement/maintenance of high standards in teaching and learning in their subject The implementation of all subjects will be a high standard and engaging 	<p>The Rural Primary Curriculum Policy was shared with all teachers on 6th April and SLT met with teachers the following week to take any feedback or comments. The teachers were all happy to adopt the policy and it has been noted by governors. This means that Margaretting now has a robust policy, which is based on the LIFE Curriculum Principles and the school values. Learning walks and lesson observations showed that teaching was consistently good or better throughout the school, in all year groups and subjects.</p> <p>All teachers at Margaretting are Subject Leaders across the Rural Primary Schools and Melissa Taylor is the Curriculum Coordinator. Subject Leaders all completed middle layer curriculum documents, which contain information on the subject intent, the knowledge acquired in each unit, the skills progression through the school and clear rationales. We now have a creative curriculum that has strong documentation, is on the school website and can be viewed by visitors to our school.</p> <p>Subject Leader monitoring was completed throughout the year and all subjects were monitored by July 2022. All of the visits identified solid strengths in subjects and showed that the Rural Primary Curriculum is being taught to a high standard but also areas where we can improve, such as ensuring there is appropriate evidence of all foundation subjects in books and on display. Learning walks by SLT corroborated that teaching in all subjects was strong and teachers felt more confident in teaching lessons such as French, due to the clear plans and resources now in place.</p>	

<p>1.2 To develop staff's understanding of the curriculum</p>	<ul style="list-style-type: none"> • All teaching staff to attend CPD meetings • A CPD calendar is now in place (and will be confirmed by all HOS on 8th July and final version 1st September 2021) • All teaching staff to attend Phase Coordinator meetings • All staff to attend meetings lead by the Curriculum Coordinator • To introduce staff to the LIFE Portal and ensure they are using it effectively • 	<ul style="list-style-type: none"> • Teachers will be upskilled and feel confident in all subject areas • Efficient communication and time used effectively 	<p>It was clear when looking at some of the Subject Leader feedback; teachers did not previously feel confident in teaching all subjects, particularly some areas of the foundation curriculum such as Computing and MFL. SLT were also aware that some teachers did not feel confident in writing assessment and could be a little over cautious when levelling work. Stella McCarthy held some training on 4th January and again on 8th June to answer any questions and improve teacher Computing understanding and confidence. Learning walks show that all children are having a weekly computing lesson and teachers are feeling more courageous when it comes to teaching it. Melissa Taylor led writing moderation throughout the year and on 25th May all teachers at Margaretting had their writing levels agreed by colleagues which shows the strength in our assessment system. There were also other CPD events throughout the year, such as SIAMS and RE training, maths CPD, how to teach practical science and guided reading to name but a few. In terms of guided reading teaching and learning, it was clear to see that teachers were using the skills discussed in the CPD in their teaching, so there had been an impact from the training. There were also numerous optional sessions led by Paul Claydon. All teachers were given the opportunities to attend the CPD events and it was clear to see the impact in maths, computing and writing. In the Curriculum review, in June, it was noted that teachers from Margaretting answered positively when asked which subjects they found more of a challenge to teach. Whilst some admitted that teaching some subjects was more of a challenge, this was more down to personal preference and finding resources than confidence.</p>
<p>1.3 All staff to develop shared lesson planning and participate in the evaluation and review of the curriculum</p>	<ul style="list-style-type: none"> • To utilise the planning portal successfully • To attend a set of CPD dates and meetings as agreed by the HOS in Aug 2021 • To review the planning at the end of every term, in phase groups • To improve computing planning with the support of Stella McCarthy 	<ul style="list-style-type: none"> • Staff wellbeing will improve due to reduced planning time • Lessons will be more creative • The ownership of the planning will develop • Computing planning will include more technically exciting activities and targets 	<p>The Rural Primary planning project is now completed and all plans for Years A and B are uploaded onto the LIFE Portal. This has had a good impact on teacher workload (as noted in the curriculum review) and Subject Leaders now have a clear understanding of their subject, especially after writing the middle layer documents. On 8th June, Melissa led a curriculum review session for the Rural Primary Schools. This gave teachers the chance to evaluate the curriculum and any suggestions have been considered to make it even better. Teachers from Margaretting acknowledged that whilst the planning project had taken time initially, they could see the impact would be beneficial for their wellbeing in the future. All actions have now been completed by Melissa in terms of improving the curriculum and have been shared with Julian Dutton, Ian Gurman and the Rural Primary SLT. This document will be shared with teachers in Autumn 2022.</p> <p>Stella McCarthy (the Computing Subject Leader) purchased the Computing Rising Stars curriculum for Margaretting and Melissa worked with her to distribute planning and topics accordingly. The planning is now much improved and covers the National Curriculum. The tasks in the planning are challenging and exciting. Stella led training in January and June and completed monitoring in the Spring Term. All teachers are using the new planning and the teaching and learning of Computing has now improved as evidenced in learning walks completed by the Head of School and the Subject Leader monitoring completed by Stella McCarthy.</p>

<p>1.4 To implement the new EYFS Framework</p>	<ul style="list-style-type: none"> • For teaching staff to read all new guidance regarding EYFS • To sign the school up for Baseline assessment • To alter the assessment folders to include the new ELG • To follow the planning designed by the 4 RP staff which includes all of the new framework 	<ul style="list-style-type: none"> • All EYFS staff will be familiar with the new framework • Planning will reflect the new framework 	<p>The EYFS baseline assessment was completed in Autumn 2021, as required. Teachers are familiar with the Early Learning Goals and assessment documents at school were adapted accordingly to reflect the new assessment, as can be seen in the children's reports and red folders. We were delighted that 9/11 children in EYFS made the required progress in all areas of the curriculum and are ready for Year 1. The other two children made great progress from their starting points but are high needs SEN. Sarah Kirk has now been appointed EYFS Leader across the Rural Primary Schools, starting in September. She has already spent time visiting other schools both inside and outside of the Trust and had a handover with Michelle McDowell (the previous Phase Coordinator). Sarah had modified the continuous provision planning for September, which is based on the EYFS framework and excellent practice. We will also be using a new phonics scheme. We look forward to see these things in place in September.</p>
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Summary
Objective 1 has been fully met. As a result of the role of the Curriculum Coordinator and Subject Leaders, the Rural Primary Curriculum was developed, reviewed and embedded. There are clear plans for each year group and subject on the Portal and Subject Leaders worked hard to write robust documents and monitor their subjects being taught. Due to ongoing CPD and support, teachers' understanding of the curriculum has strengthened and this has ultimately improved their workload and work-life balance. The new EYFS framework has been implemented and the EYFS Leader will continue to develop, embed and review this.

Objective 2 To strengthen the school's position in relation to SIAMS.		Success Criteria:		Rag rating
		• Visit reports from Diocese Education Advisor (or SIAMS inspection) will be positive		G
		• A robust, accurate SIAMS SEF will be kept up to date at all times		G
		• The school's distinctively Christian vision will be evident around the school and understood by pupils		G
		• A clear calendar for Collective Worship will be written and delivered		G
		• Lesson monitoring records will show staff delivering engaging RE lessons in line with agreed curriculum		G
		• Staff feedback will report increased confidence in delivering the agreed RE curriculum		G
		• Pupil engagement in RE lessons will be good and the standards achieved will have improved		G
Actions	Steps (including CPD)	Intended Impact (Outcomes)	End of Year review	
2.1 To coordinate and embed the school's and Trust's visions and align them to Church of England expectations	<ul style="list-style-type: none"> • Embed the school's vision and values in collective worship using the agreed format from the diocese and agreed by Carrie Prior • Embed the vision and values into the Rural Primary Curriculum by re writing the policies • Carry out community projects that show courageous advocacy 	<ul style="list-style-type: none"> • All children know and understand the school vision and values • All stakeholders are familiar with the vision and values and adhere to them • Evidence of a good relationship with the local community and the Church • Children speak confidently about the vision and values 	The vision is very visible around the school and the children and all stakeholders are very aware of the vision and values. The school's vision is in the foyer and also in the hall. It is also printed on the newsletter and the vision and values are on display in the school playground. Following advice from Carrie Prior, there is now an abundance of crosses throughout the school. In addition, each classroom has the vision and values on display and has an RE display that shows what the children are learning. In Carrie Prior's visit on 29 th March, she noted that there is a 'clear and well understood Christian vision and values that are influencing strategic direction.' She also said that children can articulate the impact of the vision and values and that Governors have a strong knowledge of the school and its Christian ethos. The school has a good relationship with Reverend Sally and she came in weekly to deliver Collective Worship. She is also a governor. The school also welcomed Bishop Guli and Cannon Lee over the course of the year and the Brentwood Schools Christian Workers Trust delivered a collective worship once a half term. We often visited our neighbour, who lets us use her tennis courts, in order to give thanks and all classes took part in community projects to support local people.	

<p>2.2 To utilise the opportunity of the restoration of school assemblies to develop the role and impact of collective worship</p>	<ul style="list-style-type: none"> • Collate the resources from the Rural Primary Schools to produce a year-long assembly calendar • Invite the new Bishop (Bishop Guli), Reverend Sally and local visitors into school for collective worship • Invite Faith Spinks into school to deliver Collective Worship, including an understanding of internationalism • Invite LIFE staff (from the 7 schools) to support delivering Collective Worship 	<ul style="list-style-type: none"> • Staff workload and time management will be more efficient • Children will see members of the Church community and know who those people are • Assemblies will be engaging and children will get to know the LIFE staff better 	<p>The Collective Worship was written by Maria Rumsey and Faith Spinks from LIFE. The staff are very pleased with the quality of the Collective Worship being planned. Each Collective Worship session contains the correct Christian greeting, reflection, prayer time and ending and was approved by Carrie Prior. All planning is kept in a file in MT's office. Reverend Sally visited the school once a week to deliver Collective Worship. Faith visited our school on several occasions to give a Language of the Month Assembly. In addition, the Brentwood Christian Workers Trust visited twice a term and we also enjoyed visits from the Chelmsford Foodbank and Essex Libraries. The Head Boy and Girl took complete responsibility for Collective Worship on Fridays and planned and evaluated each one. Carrie Prior observed a Collective Worship on 29th March and noted that it was clearly structured and learnt itself to the school vision and values. The next step is to involve pupils more in planning Collective Worship. We also enjoyed having the Harvest Festival service at St Margaret's Church.</p>
<p>2.3 To embed, review and develop the agreed new RE curriculum (see <i>Obj. 1 also</i>)</p>	<ul style="list-style-type: none"> • To access the new curriculum that has been uploaded onto the LIFE Portal • Staff to research World Religions, if less confident in teaching those • Staff to attend CPD events organised by Sarah Cotton • To discuss RE in Phase Coordinator meetings • Develop RE assessment using the same format as the other core subjects 	<ul style="list-style-type: none"> • High quality teaching and learning in RE • Improved teacher knowledge about the religions that they teach • RE is assessed accurately like the other core subjects 	<p>All staff at Margaretting are using the new RE curriculum. Sarah Tate (the RE Leader) completed a monitoring visit of the RE curriculum on 14th October. Feedback was very positive and the curriculum is being taught to a high standard. Carrie Prior noted many key strengths when she visited in March, including that RE is highly valued in our school and is creative in delivery and approach. We are now working on evidence of class discussions in RE.</p> <p>Staff feedback, in June, showed that no teacher at Margaretting found teaching RE a challenge and some teachers said that they particularly enjoyed teaching this subject.</p> <p>Melissa met with Sarah Tate to in the Summer Term to discuss RE assessment, which the school has started but will use more rigorously from September.</p>
<p>2.4 To prepare and then improve a SIAMS self-evaluation</p>	<ul style="list-style-type: none"> • Continue to update the robust SIAMS evaluation regularly • To actively seek support from IG and CP • Ensure all strands of SIAMs have photographic/written evidence 	<ul style="list-style-type: none"> • The school will achieve 'Good' or better in their SIAMS inspection 	<p>All staff attended SIAMS training on 8th September and 5th January, led by Maire, following a successful inspection at Ford End. The staff looked at the SIAMS SEF and added to it, as appropriate. We also discussed what spirituality means for our school and we now have a definition, which has been agreed by staff, the Chair of Governors and Reverend Sally. This is now in our Collective Worship Book. Carrie Prior visited the school for a mock SIAMS inspection on 29th March. She spent the day speaking to governors and children, observing Collective Worship and lessons and interviewing SLT. She noted many key strengths for the school and believes our position in relation to SIAMS is strong. Key recommendations have been actioned including creating informal prayer opportunities through the use of a prayer box and SLT promoting the indoor and informal prayer spaces. Melissa continues to update the self-evaluation document regularly.</p>

Summary

Objective 2 has been fully met. The school has a SEF document that is continually updated and the vision and values are obvious around the school, in the newsletter and online. Visits from the Diocese and the RE Subject Leader show that RE is being taught well and that the vision is guiding strategic leadership. It has been documented that teachers feel more confident in teaching RE and are making use of the planning and assessment tools. A calendar for collective worship was used this year and this reflected Christian themes and values. The visit from Carrie Prior was positive and the school is in a strong position for the SIAMS inspection.

Objective 3 To improve the life chances of our pupils by narrowing pre-existing attainment gaps for disadvantaged pupils and those assessed as widening during the coronavirus pandemic.		Success Criteria:		Rag rating
		• An accurate and up-to-date PP Impact statement will be on the school website		G
		• Monitoring of PP funding shows accurate evaluation and identification of next actions		G
		• Monitoring of targeted interventions and their outcomes will show accelerated progress		G
		• Data analysis shows a narrowing of attainment gaps between disadvantaged pupils and their peers		G
		• Trust review of provision for disadvantaged pupils will be positive		G
		• The extra-curricular offer will have increased		G
		• Monitoring of attendance at the extra-curricular offer shows increased participation by the targeted cohort		G
Actions	Steps (including CPD)	Intended Impact (Outcomes)	End of Year review	

3.1
Strengthen oversight of the expenditure of the PPG and other funding and the robust evaluation of its impact

- Keep the DfE-approved impact statement up-to-date and uploaded onto the LIFE Portal
- Impact of spending and analysis of pupil progress to be evaluated termly
- PPG spending to be accurate and identified with support from the finance team
- PPG funding to be utilised to pay for specific functions of support staff

- PPG spend will be clear and accurate for all stakeholders
- PPG children will be assessed separately so their progress is clear

The spending of Pupil Premium and PE Sports Premium are up to date and available on our website.

One of the key areas that needed support was phonics, so we used the funding to pay for a phonics specialist to work two mornings a week. This LSA supported children who had fallen behind in phonics, with a particular focus on those who were disadvantaged. 11/13 (85%) of children passed their Year 1 phonics screening check. Whilst both of the children who did not pass are considered PP, one child was not entered for the test as he has severe autism and another is severely SEN. Two other children who are PP, passed the assessment. The intervention also made a huge difference to children in Year 3 who needed support with writing and have since made 7 or 8 points progress and are almost at their age related expectation.

As there were 50% PP children in Year 6, an LSA was assigned to this class using the PPG. Children made excellent progress and 5/6 PP children passed their reading, writing and maths SATs. Our results at the end of Key Stage 2 were well above the national level, for both PP and non-PP children. Please see the overall results below:

	Current Assessments of ALL children (July 2022)	Current Assessments of non PPG children (July 2022)	Current Assessments of PPG children (July 2022)
EYFS GLD	78% (7/9)	78% (7/9)	N/A (0 children)
Year 1 Combined EXS	67% (8/12)	70% (7/10)	50% (1/2)
Year 1 Combined GD	33% (4/12)	40% (4/10)	0% (0/2)
Year 2 Combined EXS	83% (10/12)	78% (7/9)	100% (3/3)
Year 2 Combined GD	42% (5/12)	44% (4/9)	33% (1/3)
Year 3 Combined EXS	44% (4/9)	33% (2/6)	66% (2/3)
Year 3 Combined GD	11% (1/9)	17% (1/6)	0% (0/3)
Year 4 Combined EXS	64% (7/11)	67% (6/9)	50% (1/2)
Year 4 Combined GD	36% (4/11)	44% (4/9)	0% (0/2)
Year 5 Combined EXS	42% (5/12)	22% (2/9)	100% (3/3)
Year 5 Combined GD	17% (2/12)	0% (0/9)	66% (2/3)
Year 6 Combined EXS	92% (11/12)	100% (6/6)	83% (5/6)
Year 6 Combined GD	17% (2/12)	33% (2/6)	0% (0/6)

Children in Year 2 and Year 6 received the most interventions due to the abilities of the cohorts. In Year 2, the PP children made an average points progress of +19.3 over the year in core subjects, which was exactly the same as non-PP children (+19.3). In Year 6, PP children made an average of +32.7 points progress in reading, writing and maths, compared to +31.2 for non-PPG children. This shows how interventions and teaching ensured PP children made either the same amount of progress as non PP children, or more accelerated.

<p>3.2 Increase opportunities for pupil participation in the broader curriculum, both in lessons and extra-curricular</p>	<ul style="list-style-type: none"> To work with Faith Spinks to organise greater enrichment opportunities To develop the LIFE Passport even further and add the opportunities to the Rural Primary Curriculum To develop enrichment opportunities for the more able children, especially the more able disadvantaged, including for core subjects, sport and the arts 	<ul style="list-style-type: none"> All children will enjoy enhanced learning opportunities Disadvantaged children will experience new cultural events and activities 	<p>In 2021-2022, all PP children were able to attend one club for free each term. 17/20 PP children (85%) attended a club in the Summer Term, which was higher than non-PP children (74%). Each Year 5/6 PP children was given £100 by school to cover the cost of attending the PGL residential. Out of the 3 children who did not attend, two children were PP and whilst one was due to financial reasons, the other child simply did not want to be away from home. More able children from Year 5 and 6 were able to attend various Rural Primary enrichment events over the course of the academic year. Such events have included maths at Dame Tipping and music at Margaretting. The events really motivated and challenged our more able pupils and 100% of PP children in Year 5 and 6 have been to at least one event. Children also enjoyed educational visits such as to Barleylands Farm, the British Museum, Colchester Castle and PGL. There have also been topic days, such as USA Day on Year 5/6 and mini-beast hunts in EYFS. All trips are part funded, as required. The Year 6 children have enjoyed playing football matches against the other Rural Primary Schools and Kelly O'Connell has organised multiple sports competitions through the Shenfield Sports Partnership. Some children were able to participate in Schools Gotta Dance and at the LIFE Celebration event on 8th July and all children who have singing lessons performed in front of the school and their parents to celebrate their hard work. Participation in such events improves the children's confidence and resilience which we believe helps them in their learning.</p>
<p>3.3 Extend the offer of clubs and visits, as well as provision for mental health and well-being</p>	<ul style="list-style-type: none"> To offer a wide range of clubs, including sports, MFL and the arts To monitor the percentage of PPG children/all children participating in clubs and revise offer if necessary to increase participation To support mental health through dance, 1:1, nurture and professional counselling for staff and children To organise at least one educational visit per year for every pupil 	<ul style="list-style-type: none"> Children have the opportunity to attend different clubs Attendance is good for children and staff Children are given the opportunity to learn offsite at places of interest 	<p>In 2021-2022, all PP children were able to attend one club for free each term. 17/20 PP children (85%) attended a club in the Summer Term, which was higher than non-PP children (74%). The range of clubs on offer included French, ukulele, Disney dance, Lego, football, sports skills, cooking, tennis and choir. Children continued to dance twice a week to improve their fitness and well-being and the school decided to participate in 'Walk and Talk' once a month, where the children would walk a mile and be given topics of conversations to have with their peers. All children had the opportunity to attend an educational visit offsite last year and every child did so, including all children who were PP.</p> <p>Melissa continued to promote Confidential Care amongst the staff and the Trust produced a helpful leaflet on coping with financial difficulties during this challenging time.</p>
<p>Summary Objective 3 has been fully met. Whilst PP children may not have all met their age related expectation for their ages, it is clear to see that the gaps in the majority of cases are narrowing. When comparing the data to 2020-2021, it is clear to see that in each year group either more PP children have reached their age related expectation than the same group of children in the previous year group, or that 100% were already on track. In one year group, less PP children achieved their age related expectation than last year but that is due to a cohort change and there are now more PP children in that year. PP children are offered a range of enrichment opportunities which have been well attended and had a positive impact on their education. PP funding was well allocated and documented, with next steps and actions being fully considered.</p>			

Objective 4 To raise standards in reading.		Success Criteria:		Rag rating
		<ul style="list-style-type: none"> Aspirational school targets for reading in 2022 will be met, in both key stages and at the expected and higher standards (<i>see page 2</i>) 		G
		<ul style="list-style-type: none"> Standards in writing will improve 		G
		<ul style="list-style-type: none"> Lesson and book monitoring reports will show improved standards in reading 		G
		<ul style="list-style-type: none"> Monitoring by MT will show that teaching and learning in reading is improving compared to 2020 - 21 and all teachers are implementing the agreed pedagogical approach 		G
		<ul style="list-style-type: none"> CPD records will show staff training has been delivered on reading 		G
		<ul style="list-style-type: none"> Pupil Voice will provide evidence of increased pupil enjoyment and challenge in their reading 		G
Actions	Steps (including CPD)	Intended Impact (Outcomes)	End of Year review	
4.1 Train and develop all staff in the delivery of the Power of Reading in order to promote excitement about reading	<ul style="list-style-type: none"> All teaching staff to attend CPD, led by the Curriculum Coordinator Staff to access the planning on the LIFE Portal To observe teachers, teach aspects of a POR lesson To Team teach with MT 	<ul style="list-style-type: none"> Children make strong progress in writing Pupil voice shows that children are positive about their English lessons Teachers are confident in implementing the Power of Reading English teaching is of a high standard 	On 4 th January, Melissa delivered Power of Reading training to all of the Rural Primary Schools to ensure consistent standards amongst all teachers. The English Subject Leader visit walk showed numerous strengths in the teaching and learning of English at Margaretting Primary School. The children were positive about their English lessons and enjoyed discussing the books they had read. All English planning is available on the Portal. 100% of teachers feel that their English lessons are of a 'Good' or better quality. Learning walks show that English teaching is a real strength at our school.	

<p>4.2 Establish a stronger ethos of “reading for pleasure” in the school (by continuing some good practice already established and introducing new ideas)</p>	<ul style="list-style-type: none"> • Ensure that the school library is vibrant and exciting • Promote reading at home at every available opportunity, by rewarding the children with stickers and the Reading Awards given out weekly, after the home/ school reading diary is checked daily • Celebrate the use of Reading Diaries in school assemblies • Reading awards to be given to pupils in Key Stage 1 and 2 • Celebrate World Book Day by dressing up as a favourite character and teachers read their favourite book or poem to the children • By reading with the bottom 10% children daily to gain confidence and fluency 	<ul style="list-style-type: none"> • Children want to visit the school library and take care of the books • Reading diaries are items to be proud of and children are reading regularly at home • Children make strong progress in reading 	<p>Across 2021-2022 there was a focus on reading and ensuring that children made accelerated progress. On Twitter, Melissa tagged the Essex Year of Reading into many posts, as well as talking about the importance of reading in several newsletters, in order to give it prevalence. World Book Day was celebrated in the Spring Term. After the CPD in March, Melissa completed spot checks on all reading diaries and heard every child in the school read. It was clear that teachers are following the policy and hearing children read as often as possible (including the lowest 10% reading every day). The only point for improvement was how teachers are setting out the format of the reading diaries. Melissa addressed this in June, so everyone understood the expectation and this is now being followed. The library remains vibrant and welcoming and children enjoy going in there to select books.</p> <p>Learning walks and book scrutinies continued to show that English reading is being taught to a high standard and the library is well maintained, which contributes to reading for pleasure. A cash donation made to school was used to order more Oxford Reading Tree books so that there is more variety for the children to choose from.</p>
<p>4.3 Increase collaboration between RP schools to strengthen assessment in reading</p>	<ul style="list-style-type: none"> • Ensure staff are familiar with guided reading strategies how will you “ensure” this? • Guided reading to be taught explicitly once/twice a week and recorded in books • Curriculum Coordinator to look into reading assessment • Staff to attend reading moderation 	<ul style="list-style-type: none"> • Guided reading is being taught explicitly and is of a good standard • Teachers have guided reading evidence • Reading marking and feedback will be commonplace • Teachers feel more confident in assessing reading 	<p>Guided reading learning walks across the school show that it was being taught and that is clear from the books and the progress that the children are making in reading. Melissa led guided reading training on 6th July in order to improve the explicit teaching of reading across the Rural Primary Schools and this will be monitored in September.</p> <p>LIFE Education Trust has purchased the Essential Letters and Sounds phonics scheme, on the recommendation of Melissa. This government-approved scheme will be used by all of the Rural Primary Schools in September and will ensure consistency across phonics teaching and learning.</p> <p>When speaking to teachers in the final pupil progress meetings, it was clear that they felt confident in teaching and assessing children’s reading.</p>

<p>4.4 Engage in LIFE's "Building Great Learning Communities" focus on developing reading across the Trust in 2021-22</p>	<ul style="list-style-type: none"> • Encourage staff to attend any BGLC training events or activities (such as Teach-Meets) • Develop the teaching of reading in line with any agreed BGLC pedagogical approaches • Carry out and circulate research with regard to the teaching and learning of reading • Collaborate with other LIFE schools 	<ul style="list-style-type: none"> • Standards in reading will improve • Teachers will feel part of a Trust-wide approach 	<p>An interesting paper by the Educational Endowment Fund was used by Melissa and shown to staff to look at questioning during reading and how to support all children make progress. This was also shared with SLT. Staff were also able to attend CPD events, led by Melissa and Paul Claydon.</p> <p>Progress in reading across the school was strong. In Key Stage 1, 85% (11/13) of children passed their phonics screening, 100% (12/12) of children achieved their age-related expectation in reading and 50% (6/12) achieved Greater Depth. Also, 83% of children (10/12) achieved their age-related expectation in writing and 42% reached greater depth. In Key Stage 2, 92% of children reached the age-related in their reading SATs and 42% achieved greater depth and in writing, 92% of children achieved their age-related expectation and 25% achieved greater depth. These good results show how the staff have worked hard to raise standards in reading.</p>
<p>Summary Objective 4 has been fully met. The school placed a high emphasis on reading throughout the year and this was reflected in the strong results in phonics and in Key Stages 1 and 2. It is clear that staff are using the Reading Policy and that all children are reading books that are right for them. Children were able to talk about the books they were reading and were highly positive when asked about the Power of Reading texts used in class. CPD was delivered on guided reading and staff are now feeling more confident in teaching and assessing reading.</p>			



LIFE Education Trust: School Development Plan Priorities for 2022-23

Margaretting C of E Primary School

We believe that each school should have the freedom and autonomy to determine its own strategic objectives at a local level, in order to bring about the improvements that will have the greatest positive impact upon their own pupils' experiences and outcomes.

The Trust's strategic priorities are expressed in its Three Year Strategic Plan for 2022 – 2025, which has three key priorities related to ***Great People, Great Pupil Outcomes*** and ***Sustainable Systems***. The schools' Development Plans are written to align with the Trust's Strategic Plan, with a specific focus on the priority for ***Great Pupil Outcomes***.

LIFE Schools are expected to set **three** or **four** improvement objectives that are aligned to the Trust's strategic priorities and which reflect the Trust's mission to ***Build Great Learning Communities*** and its three core beliefs of ***Boundless Creativity, Heartfelt Compassion*** and ***Courageous Optimism***.

LIFE Education Trust

Margaretting C of E Primary School

At Margaretting C of E Primary School, the improvement objectives that we have set are aligned to the Trust's strategic priority to bring about Great Pupil Outcomes.

In 2022-23, our school improvement objectives are:

1. To develop and improve the curriculum to ensure it is excellent in all areas.
2. To improve the school's position in relation to all seven strands of the SIAMS Framework through continuing to promote the school's Christian ethos.
3. To raise standards in writing, particularly for the disadvantaged.
4. To improve the quality and consistency of the teaching and learning of phonics.

The achievement of these objectives should ensure that the school meets or exceeds the following targets for 2023:

End of Key Stage	% of children to reach the Expected Standard		% of children to reach the Higher Standard	
EYFS	TBC			
Phonics Screening	78%			
Key Stage 1	Reading	78%	Reading	23%
	Writing	69%	Writing	23%
	Maths	78%	Maths	23%
	Combined	69%	Combined	18%
PPG	Combined	33%*	Combined	0%
Key Stage 2	Reading	83%	Reading	25%
	Writing	83%	Writing	25%
	Maths	83%	Maths	25%
	Combined	83%	Combined	17%
PPG	Combined	100%	Combined	50%

*NB – 2/3 PPG children in this year group are high needs SEN.

Whole school Attendance 96.5%

Persistent Absence 8%

Template for School Development Plan 2022-23

Objective 1: To develop and improve the curriculum to ensure it is excellent in all areas.		Success Criteria: <ul style="list-style-type: none"> EYFS, KS1 and KS2 outcomes in 2023 will meet or exceed the schools targets and be above the national average in all areas Lesson monitoring records will show staff delivering engaging lessons Stakeholder feedback about the curriculum will be positive Monitoring by the Headteacher, Director of Standards, Subject Leaders and external visitors will be positive Provision in EYFS will be of a consistently high quality Staff workload will reduce due to reduced amount of planning time required 				
Actions	Steps (including CPD)	Named responsibility	Timescale	Impact (Outcomes)	Monitoring (dates & method)	Resources/ costs
1.1 Subject Leaders to complete curriculum progress documents so there are clear rationales.	<ul style="list-style-type: none"> The Curriculum Leader and Director of Standards to provide CPD to teachers and Subject Leaders, so the curriculum can be improved School SLT and the Curriculum Leader to review Rural Primary Curriculum documentation to ensure it is robust, consistent and inspiring A review of Year B will be completed by all teaching staff to support improvement Subject Leaders to finish the middle layer documentation for their area Subject Leaders to provide CPD in their area, as required All teachers to have input into improving the existing lesson plans and documentation SK to complete EYFS documentation and share with EYFS teachers to ensure high standards in this phase 	<p style="text-align: center;">MT</p> <p style="text-align: center;">MT</p> <p style="text-align: center;">MT</p> <p style="text-align: center;">Subject Leaders and Teachers</p> <p style="text-align: center;">SK</p>	<p style="text-align: center;">Until June 2023</p> <p style="text-align: center;">Spring 2023</p> <p style="text-align: center;">June 2023</p> <p style="text-align: center;">Dec 2022</p> <p style="text-align: center;">Until June 2023</p> <p style="text-align: center;">Until June 2023</p>	<ul style="list-style-type: none"> All documentation will be clear and accurate and readily available to all stakeholders All lessons will be of a consistently high quality The ownership of the planning will continue to develop The EYFS Curriculum will display clear opportunities for child-led learning Staff workload will improve due to reduced planning time 	<ul style="list-style-type: none"> Ongoing <p>Evidence from the curriculum documentation itself as well in lesson observations, learning walks, planning and book scrutinies.</p> <p>Subject Leader monitoring dates: RE 13/10/22, English 3/11/22, maths 23/11/22, science 6/12/22, geography 10/1/23, art 8/2/23, music 21/2/23, languages 14/3/23, DT 20/3/23, PE 20/4/22, History 4/5/23, PSHE 7/6/23, Drama 15/6/23, Computing 25/4/23</p>	<p>Cost of travel to CPD events.</p> <p>MT and SK are paid by the Trust for their roles.</p> <p>Time for teachers to complete Subject Leader work.</p>

<p>1.2 To continue to develop staff's understanding of the curriculum</p>	<ul style="list-style-type: none"> All staff to attend CPD meetings, as per the calendar designed by SLT and Paul Claydon Teachers to attend Phase meetings once a term to share good practice Teachers will be given the opportunity to attend external CPD, as required MT to organise for teachers to visit schools within and outside the Trust to gain a more in depth understanding of the curriculum MT will ensure that all feedback from monitoring visits are shared with teachers and staff to embed a culture of continual improvement 	<p>MT and Class Teachers</p>	<p>Ongoing until July 2023</p>	<ul style="list-style-type: none"> Teaching in school will be strong as teachers will put into place what they have learnt from the CPD Monitoring feedback is clearly actioned by MT 	<ul style="list-style-type: none"> Ongoing <p>Evidence from lesson observations, learning walks, planning and book scrutinies.</p> <p>Evidence from external visits to the school.</p> <p>Subject Leader monitoring dates (as above).</p>	<p>Cost of CPD events.</p> <p>Cost of travel to CPD events.</p>
<p>1.3 To ensure that EYFS provision is of a continually high quality</p>	<ul style="list-style-type: none"> SK will be given the opportunity to attend external CPD, as required MT to organise for SK to visit schools within and outside the Trust to gain a more in depth understanding of the EYFS curriculum SK to produce continuous provision documentation that is child led Essential Letters and Sounds to be used for teaching phonics (see Objective 4) SK to start the National Professional Qualification for Early Years Leadership (it is an 18 month course) 	<p>SK and MT</p>	<p>SK to attend CPD events as they arise</p> <p>Continuous Provision to be written by Oct 2022</p> <p>NPQEYL to be completed by March 2024</p>	<ul style="list-style-type: none"> EYFS teaching and learning in school will be strong as SK will put into place what she has learnt from the CPD EYFS outcomes are above national average 	<ul style="list-style-type: none"> Ongoing <p>Evidence from lesson observations, learning walks, planning and book scrutinies.</p> <p>Evidence from external visits to the school.</p>	<p>Cost of CPD events.</p> <p>Cost of travel to CPD events.</p>
<p>Termly Review:</p>						

Objective 2: To improve the school's position in relation to all seven strands of the SIAMS Framework through continuing to promote the school's Christian ethos.		Success Criteria: <ul style="list-style-type: none"> • Visit reports from Diocese Education Advisor (or SIAMS inspection) will show many key strengths of the school • A robust, accurate SIAMS SEF will be kept up to date at all times • The school's distinctively Christian vision will be evident around the school and on the website and social media and understood by all stakeholders • A clear calendar for high quality Collective Worship will be delivered • Lesson monitoring records will show staff delivering engaging RE lessons in line with agreed curriculum • SIAMS questions will be strongly answered by pupils 				
Actions	Steps (including CPD)	Named responsibility	Timescale	Impact (Outcomes)	Monitoring (dates & method)	Resources/ costs
2.1 To continue to embed the school's and Trust's visions and values.	<ul style="list-style-type: none"> • Embed the school's vision and values in collective worship using the agreed format from the diocese and agreed by Carrie Prior • Ensure the vision and values are visible to all stakeholders • Fully embed the vision and values into the Rural Primary Curriculum by ensuring they are clear on all documentation • Carry out community projects that show courageous advocacy 	MT	Ongoing until July 2023	<ul style="list-style-type: none"> • All children and staff know and understand the school vision and values • All stakeholders are familiar with the vision and values and adhere to them • Evidence of a good relationship with the local community and the Church • The vision and values are clear around the school and on social media, so are obvious to anyone who may look at them 	<ul style="list-style-type: none"> • Ongoing <p>Evidence will be clear from learning environment walks as well as pupil voice.</p> <p>The vision and values will be evident in all areas of school life and on social media/the website.</p>	

<p>2.2 To fully embed the Year B RE Curriculum and ensure it is taught to a high standard.</p>	<ul style="list-style-type: none"> • Use the Rural Primary RE Curriculum that has been uploaded onto the LIFE Portal • Staff to research World Religions, if less confident in teaching those • Staff to attend CPD events organised by Sarah Tate • To discuss RE in phase and staff meetings • Develop RE assessment using the same format as the other core subjects, supported by ST 	<p>MT and ST</p>	<p>MT to meet with ST in September to discuss RE assessment</p> <p>Subject Leader visit in October 2022 to collate evidence</p> <p>Ongoing until July 2023</p>	<ul style="list-style-type: none"> • High quality teaching and learning in RE • Improved teacher knowledge about the religions that they teach • RE is assessed accurately like the other core subjects 	<ul style="list-style-type: none"> • Ongoing <p>ST and MT to monitor the teaching and learning of RE through learning walks, pupil voice and looking in books.</p> <p>In the Autumn Term, RE assessment will be used correctly and then throughout the rest of the year.</p>	
<p>2.3 To prepare and then improve a SIAMS self-evaluation</p>	<ul style="list-style-type: none"> • Continue to update the robust SIAMS evaluation regularly • To actively seek support from IG and CP • Ensure all strands of SIAMS have evidence, for example through: photographs of the children, displays, the Adventures of Zoe Book, social media/the school website, Collective Worship planning, the newsletter, the prayer book, the book of music we love, the comments on Collective Worship Book, RE planning, RE books and RE assessment • Develop the format of Collective Worship 	<p>MT</p>	<p>Ongoing until July 2023</p>	<ul style="list-style-type: none"> • The school will continue to strengthen in all areas 	<ul style="list-style-type: none"> • Ongoing <p>MT to regularly review all evidence. CP and IG to review the SIAMS evaluation.</p>	
<p>Termly Review:</p>						

Objective 3: To raise standards in writing, particularly for the disadvantaged		Success Criteria: <ul style="list-style-type: none"> • KS1 and KS2 writing outcomes in 2023 will meet or exceed the schools targets and be above the national average in all areas for all pupils • Data analysis shows a narrowing of attainment gaps in writing between disadvantaged pupils and their peers • Monitoring of targeted interventions and their outcomes will show accelerated progress • PP funding will be used to support children in writing, as required 				
Actions	Steps (including CPD)	Named responsibility	Timescale	Impact (Outcomes)	Monitoring (dates & method)	Resources/costs
3.1 To ensure that there is consistent high quality teaching in English lessons.	<ul style="list-style-type: none"> • MT to review the Power of Reading with all teaching staff • MT to provide CPD in the teaching of grammar and spelling • Teachers to make sure they are using the plans from the Portal but are adapting them, as necessary, to their class • To ensure that quality-first English teaching is being promoted and modelled • Support staff are used effectively in English lessons to support disadvantaged children and/or those who have fallen behind 	MT	Sep 2022 INSET – MT to discuss the POR and supporting the disadvantaged Pupil progress meetings in December, March and July	<ul style="list-style-type: none"> • Evidence of handwriting, spelling, grammar and punctuation work will be evident in English books • All staff are familiar with the pedagogy around the Power of Reading and how to use it in class or for interventions • Support staff are carrying out highly effective writing interventions • High quality teaching and learning in English lessons will be evident on a daily basis 	<ul style="list-style-type: none"> • Ongoing <p>Evidence from lesson observations, learning walks, planning and book scrutinies.</p>	

<p>3.2 To improve progress in writing.</p>	<ul style="list-style-type: none"> • MT to lead CPD in writing • Time in own school staff meetings to be spent discussing progress in writing • MT to highlight writing as a focus in every pupil progress meeting • To dedicate time in staff meetings and pupil progress meetings to discuss progress in writing (particularly for those who are disadvantaged or who have fallen behind) 	<p>MT</p>	<p>Ongoing until July 2023</p> <p>Pupil progress meetings in December, March and July</p> <p>CPD meetings on a Wednesday</p>	<ul style="list-style-type: none"> • High quality teaching and learning is evident in English lessons • The number of children who pass their phonics screening is above national average • Attainment of pupils improves at every pupil progress meeting • Interventions are highly effective and show children are making rapid progress in writing • KS1 and KS2 writing results are above national average and show children have achieved their targets 	<ul style="list-style-type: none"> • Ongoing <p>Staff meeting minutes and CPD file.</p> <p>Evidence from lesson observations, learning walks, planning and book scrutinies.</p>	
<p>3.3 To accelerate progress in writing for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Staff to attend CPD in teaching and learning writing for the disadvantaged. MT to lead CPD specifically looking at writing progress for disadvantaged pupils. MT to also lead writing moderation with a focus on children who are disadvantaged • MT to highlight writing as a focus in every pupil progress meeting, especially for the disadvantaged • Disadvantaged children to be sent to MT with good work • Disadvantaged children to be a feature of learning walks and work sampling 	<p>MT</p>	<p>Ongoing until July 2023</p> <p>Pupil progress meetings in December, March and July</p> <p>CPD meetings on a Wednesday</p>	<ul style="list-style-type: none"> • Attainment of disadvantaged children is improving at pupil progress meetings • Disadvantaged children are a key focus for interventions and teaching support • High quality teaching and learning is evident in English lessons • Disadvantaged children are a focus on English planning 	<ul style="list-style-type: none"> • Ongoing <p>Staff meeting minutes and CPD file.</p> <p>Evidence from lesson observations, learning walks, planning and book scrutinies.</p>	
<p>Termly Review</p>						

Objective 4: To improve the quality and consistency of the teaching and learning of phonics.		Success Criteria: <ul style="list-style-type: none"> Phonics screening results will meet or exceed the schools targets and be above the national average in all areas There will be a consistent approach to teaching phonics in all year groups Standards in phonics teaching and learning will improve The support and expertise of Kate Garratty will be utilised Clear phonics planning and resources will be available to staff 				
Actions	Steps (including CPD)	Named responsibility	Timescale	Impact (Outcomes)	Monitoring (dates & method)	Resources/ costs
4.1 To fully embed the Essential Letters and Sounds phonics curriculum to support early reading, writing and spelling	<ul style="list-style-type: none"> Teachers and support staff to attend ELS CPD All resources are to be used by teachers when teaching phonics All support staff also use ELS resources when delivering KS1 and KS2 interventions 	MT	CPD in September 2022 Ongoing until July 2023	<ul style="list-style-type: none"> High quality phonics teaching is evident in KS1 Interventions are highly effective and show children are making rapid progress in writing The number of children who pass their phonics screening is above national average 	<ul style="list-style-type: none"> Ongoing Evidence from lesson observations, learning walks, planning and book scrutinies.	The cost of ELS (paid for by LIFE Trust)
4.2 To train and develop all staff in the delivery of Essential Letters and Sounds	<ul style="list-style-type: none"> KG to devise a CPD programme with ELS for the academic year Teachers and support staff to attend ELS CPD 	MT and KG	CPD in September 2022 Ongoing until July 2023	<ul style="list-style-type: none"> Staff will feel confident in delivering phonics using ELS High quality phonics teaching is evident in KS1 The number of children who pass their phonics screening is above national average 	<ul style="list-style-type: none"> Ongoing Evidence from lesson observations, learning walks and work sampling.	The cost of ELS (paid for by LIFE Trust)
4.3 To prepare phonics documentation in line with the RP Curriculum	<ul style="list-style-type: none"> SK to complete phonics skills progression, using ELS Skills progression is clear and shows building of learning The EYFS teachers across the Rural Primary Schools to meet regularly to discuss best practice and evaluate plans MT to specifically monitor the teaching and learning of phonics throughout the school 	MT and SK	Ongoing until July 2023 SK to meet EYFS each half term	<ul style="list-style-type: none"> There is clear phonics documentation that fulfils statutory requirements and is in-line with the RP Curriculum documentation Teachers and support staff feel confident in teaching phonics 	<ul style="list-style-type: none"> Ongoing Staff feedback is positive and there is clear documentation to refer to.	

Termly Review:



LIFE Education Trust

PARENT & CARER SURVEY FEEDBACK

SUMMER 2022

SCHOOL NAME: Margaretting C of E Primary School

REPORT BY: MELISSA TAYLOR

DATE: 11.10.22

Key Performance Indicators

Positive Responses	Against Benchmark	Question
92%	+35%	In general, how satisfied are you with the schools' efforts to engage you as a parent?

Module Summary from most to least positive

Positive Responses	Against Benchmark	
98%	+30%	Communication methods
98%	+24%	Parental confidence
96%	+32%	Informing parents
96%	+22%	Mutual trust and respect
96%	+28%	General
94%	+21%	Pupil needs
94%	+35%	Relationship with the Trust
93%	+27%	School accessibility
91%		LIFE Education trust Bespoke
87%	+18%	Parents' events

Top three results compared to benchmark

+51%	Informing parents 10) How informed do you feel with regard to how your child is doing socially at school?
+49%	Informing parents 6) How informed do you feel with regard to your child's homework?
+49%	Relationship with the Trust 46) How confident are you that bring part of the Trust is beneficial for pupils?

Worst 3 results compared to benchmark

0%	Pupil needs 31) How easy or difficult is it for your child to access the Internet at home? (This information would be valuable for teachers when planning homework.)
+7%	Parents' events 22) How useful to you are parents' evenings?
+12%	School accessibility 17) How easy or difficult is it to contact the school if you need to?

Strengths: top three results

100%	Informing Parents 6) How informed do you feel with regard to your child's homework?
100%	General 48) On a scale from 1 to 10, how likely are you to recommend this school to other parents?
100%	Relationship with the Trust 46) Your child's school is part of a group of schools working together in a multi-academy trust. Are you aware of this?

Weaknesses: bottom three results

82%	LIFE Education Trust bespoke 42) How effective is the school's approach to bullying?
79%	Pupil needs 28) How does the school's approach to homework fit your child's needs?
77%	School accessibility 20) How often do you see that your feedback to the school has impact?

Strengths and positive feedback comments:

I am really pleased with the results from the 2021-2022 Parent Survey. The fact that 100% of participants said that they would recommend the school to another parent speaks volumes about how positively parents view our school. Communication methods, parental confidence, informing parents, mutual trust and respect, pupil needs, the relationship with the Trust, school accessibility all scored over 90% and above the benchmark figure. It is also great to see that 92% of participants feel that Margaretting tries to engage them. Parents were, on the whole, positive about the school and the Trust.

Weaknesses and areas of concern / for improvement comments:

I am disappointed with the amount of participants who completed the survey: only 11 parents answered all of the questions. I think this would have been higher if there were fewer questions as some of the parents found this prospect daunting. There were a few scores under 90%, for example, how well the school deals with bullying. This is likely to be because instances of bullying are rare so perhaps parents are not aware of how they are dealt with. I will make sure to address the survey results in the Newsletter and encourage parents to come forward if they want to speak to the class teacher about homework. In reality, most of the lower results were down to 1 (or 2) parents not selecting the positive responses. However, I am happy with the results of the survey.

Intended Actions:

Feedback / Concern	Action
Lack of parent participation.	Feedback to the Trust that fewer questions might be beneficial.
Children do not have access to the Internet at home.	Put homework club in the Newsletter and reassure parents that children can use the Internet in school, if needed. Also make sure teachers set alternative methods to homework if the Internet cannot be accessed.
Parents are not sure how effective the school deals with bullying.	State in the Newsletter what to do if parents have a concern about their child.
The school's approach to homework not fitting a child's needs.	A homework forum was held in September. Remind parents they can speak to the class teacher about homework.
Parents' feeling their feedback does not have an impact.	State in the Newsletter what to do if parents have a concern and to say that points from the survey have been actioned.



Local Governance Committee Roundup – September 2022

The Local Governance Committee (LGC) met on 22nd September and discussed the following:

- Noted the Chair (Liz Fajimolu) and Vice Chair (Suzanne Farris) for the 2022-23 academic year as approved by the Board.
- Welcomed Emilie Darabasz (Joint Headteacher Frances Bardsley Academy) to the LGC
- Reviewed the minutes of the meeting held 14th July
- Noted the Terms of Reference and Scheme of Delegation for LGCs which had been approved by the Board
- Governors were asked to return their Register of Interests, note governor attendance for 2021-22 and to update their biographies for the website
- Received a report from the HR Manager
- Received a report from the Finance Advisor noting that increased energy costs would impact on budgets but were working with the Trust to consider all cost saving measures / additional income generation where possible.
- Received a report from the Trust Head of Estates who reported that:
 - that the school was compliant in terms of Health & Safety and fixed electrical testing would take place during this term.
 - The Trust would be applying for Condition Improvement Funding (CIF) on behalf of the school during the term. CIF is a budget, created by the government, to help academic buildings remain in a good condition. Each year schools, academies, and sixth form colleges bid for capital funding. Funding is given for projects such as heating, lighting and safeguarding.
 - The new boiler had been installed
 - The children's toilets had been redecorated over the summer.
 - Benches in the playground would be replaced with fixed benches in due course
- Received Healthcheck Reports (the Trust's way for governors to monitor key areas of school life including Leadership & Management, Behaviour & Attitudes, Personal Development, Quality of Education, SEND and Safeguarding) Healthcheck reviews are carried out termly.
- Approved local policies (Safeguarding and the Rural Primary Teaching & Learning) and noted Trust policies (Safeguarding, Local Governance Code of Conduct, EYFS, Appraisal, Capability, Whistleblowing)
- Received an update following governors annual reviews with the Chair of Governors
- Received a summary of Trust Board and Committee meetings for Summer 2022
- Agreed a Governor morning in school after half term