

Fawbert & Barnard's Primary School Monitoring Schedule for 2021- 2022

Learning for Life

At Fawbert & Barnard's we want all of our pupils to enjoy school – whilst also becoming resilient, ambitious, independent learners who are prepared for a changing, global society.

Key Priority One Curriculum	Key Priority Two Wellbeing	Key Priority Three Quality of education
To raise the quality of the curriculum so that all subjects, including writing outcomes are in line with national and learning is remembered well.	To establish a personalised curriculum across the school	To Raise the Quality of Education in Reading, Writing and Maths to at least good
Lead Person Curriculum and Deputy Headteacher	Lead Person Headteacher, Disadvantaged and wellbeing champions	Lead Person Maths and English lead

The lead governor (first name on list) should liaise with the teachers and establish suitable times they could meet before speaking to other governors and inviting them to the virtual meeting.

Area	Governors	Teachers	Monitoring	Planned & Actual
Curriculum including writing (SDP priority 1)	Louise Stuart Anna Dean	Sue Spearman Sam Mortimer Sarah Scott	What your school teaches (curriculum), how well it teaches it, and what results you achieve? What impact have developments in the curriculum had? How is the curriculum (non-core) developing against the SDP? How well the development of writing is impacting on learning? What are staff and pupil views of the curriculum? How is writing developing across the school? Is there evidence of progress and extended writing? Have pupils perceptions on writing changed?	1. December 2. April 3. July
Quality of Education and closing gaps (SDP priority 3)	Roger Louise Liz	Sarah Scott Arnold Worton-Geer	How is gap filling being achieved for all subjects? What is the impact of the support being offered to teachers and TAs to develop the quality of education? How have improvements last year been embedded? How are we adapting our curriculum to help pupils? What about in [subject]? How are we balancing catch-up with providing a broad and balanced curriculum? What interventions your school is running, and who they're for? Why school leaders chose those interventions? What they expect the outcome of each intervention to be? What evidence the school has that pupils taking part in these interventions are making progress? How do we know where gaps in learning are? Which groups, if any, are more affected? How the school is planning to address learning gaps? What does the data show us and what is being done about this?	1. November 2. February 3. June
Developing the F & B way (SDP priority 2)	Anna Sandra Simon	Sue Spearman Arnold Worton-Geer	How has the community been involved in developing new values? How is the vision driving changes? What are the views of parents, pupils and staff? How is their well-being catered for? How is the environment being fully utilised? How are children developing their 'learning for life'? Is every child reaching their full potential? How is cultural capital being developed to aid recovery from the pandemic? To what extent is this a happy school with a positive learning culture? What is the school's record on attendance, behaviour and bullying? Are	1. January 2. July

			<p>safeguarding procedures securely in place? What is being done to address any current issues, and how will it know if it is working?</p> <p>How good is the school's wider offer to pupils? Is the school offering a good range of sports, arts and voluntary activities? Is school food healthy and popular?</p>	
Inclusion – SEND, PP, COVID vulnerable groups, young carers	Sandra Dean Anna	Lauren Smith Sue Spearman Arnold Worton-Geer	<p>Where gaps in learning are? Which groups, if any, are more affected?</p> <p>How the school is planning to address learning gaps?</p> <p>What support are we putting in place for disadvantaged pupils and pupils with SEND, with our recovery curriculum?</p> <p>What impact is the PP funding having?</p> <p>How is their well-being being catered for?</p> <p>How is additional funding being used? What is the impact?</p> <p>Pupil perceptions.</p>	<p>3. October</p> <p>4. March</p> <p>1. June</p>
Safe Guarding including online and GDPR	Liz Roger Stuart	Sue Spearman (DSL) Sam Mortimer (online) Arnold Worton-Geer (GDPR)	<p>How are we remaining GDPR compliant? How are we ensuring online learning is safe? What CPD has been offered to address any problems the school has come across?</p> <p>How are we planning to support pupils with identified issues from last year? Racism, online safety</p> <p>What is the school's record on attendance, behaviour and bullying? Are safeguarding procedures securely in place? What is being done to address any current issues, and how will it know if it is working?</p> <p><u>Remote Learning</u></p> <p>How are we monitoring vulnerable pupils at home during another lockdown or closure of bubbles?</p> <p>Which pupils are being offered learning in school during a lockdown?</p> <p>How are we contacting and supporting vulnerable pupils?</p>	<p>2. Ongoing Safeguarding Meetings every 2/3 weeks</p> <p>3. November SCR check</p> <p>4. February, June</p>
Health and Safety	Roger Stuart	Rob Townsend Sue Spearman	<p>Are social distancing measures adequate? Is the school risk assessment up to date? Have staff been consulted on this? Are policies up to date?</p>	<p>1. September</p>

			<p>What training is in place, is it up to date? Are we meeting legal requirements for H & S? Are staff aware of H & S?</p> <p>What are the key documents that concern health and safety? How are risk assessments carried out and how frequently? What did the last ones show? What are the current health and safety priorities? What sort of training on health and safety do new staff receive? How regularly is this updated?</p>	<ol style="list-style-type: none"> 2. January 3. May
Finance	<p>Stuart Simon (Louise to feedback from trust finance group)</p>	<p>Jo Filmer Sue Spearman</p>	<p>Are resources allocated in line with the school's strategic priorities? Does the school have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated? Does the school have sufficient reserves to cover major changes such as restructuring, and any risks identified in the budget forecast? Is the school making best use of its budget, including in relation to planning and delivery of the curriculum, including additional funding for sports, Pupil Premium funding etc? Does the school plan its budgets on a bottom up basis driven by curriculum planning (i.e is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year's budget to ensure there is a surplus? Are the school's assets and financial resources being used efficiently? How can better value for money be achieved from the budget? Does the school have the right staff and the right development and reward arrangements? What is the school's approach to implementation of pay reform and performance related pay? If appropriate, is it compliant with the most up to date version of the School Teachers' Pay and Conditions Document? How is the school planning to ensure it continues to have the right staff?</p>	<ol style="list-style-type: none"> 1. Nov 2. Feb 3. May

Named Governors

Pupil Premium Dean Hollyoake SEND Sandra Newens Safe Guarding Liz Kinsella Finance Stuart Oakes and Simon Pugsley

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