

WOODHALL PRIMARY SCHOOL

SCHOOL DEVELOPMENT PLAN

2022/2023

A School Development Plan (SDP) is a strategic plan for improvement. It outlines our school priorities, the main measures that we will take to raise standards, and the key outcomes and targets we intend to achieve. Here is our parents'/carers' version of Woodhall's School Development Plan for 2022/23. At the end of each section, you will find objectives for 2023/24 and beyond. Please note that these may be added to when the SDP is reviewed at the end of each school term; and will be laid out in detail on the next School Development Plan.



CONTENTS

SECTION	PRIORITY	PAGE NO.
A. LEADERSHIP & MANAGEMENT	<i>1. Curriculum</i>	3-5
	<i>2. Subject Leadership</i>	5-7
	<i>3. SEND Provision</i>	7
	<i>4. Governing Body</i>	8-9
	<i>5. Staff Well-being</i>	9
	<i>6. Monitoring & Evaluation</i>	9-10
	<i>7. Links with the Local Community and Beyond</i>	10
	2023/24 Objectives	10
B. QUALITY OF EDUCATION (TEACHING/LEARNING/ ASSESSMENT/OUTCOMES)	<i>1. High-Quality Teaching & Learning</i>	11-12
	<i>2. Progress & Attainment</i>	13
	2023/24 Objectives	13
C. PERSONAL DEVELOPMENT, BEHAVIOUR & ATTITUDES AND WELFARE	<i>1. Pupils'/Stakeholders PSHE/SEMH needs (beyond the pandemic)</i>	14-15
	<i>2. Pupils' Attendance</i>	15-16
	2023/24 Objectives	17
D. EARLY YEARS	<i>1. Leadership & Management</i>	18
	<i>2. Quality of Education</i>	18
	<i>3. Personal Development, Behaviour & Attitudes and Welfare</i>	19
	2023/24 Objectives	19
E. SCHOOL PREMISES/FINANCE	<i>1. Long-term Financial Stability</i>	19-20
	<i>2. School Building/Future Developments</i>	20
	2022/23 Objectives	20
GOVERNOR ROLES/RESPONSIBILITIES		21-22

A. LEADERSHIP & MANAGEMENT

Leaders are ambitious for the school. They want the very best for pupils and are determined that they will achieve it. (Ofsted Feb 2019)

PRIORITY I: Curriculum.

OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
i. Continue to develop foundation subject areas, with specific focus on: Geography Music Art DT	Subject statements (see website https://woodhall.herts.sch.uk/curriculum/) reflect the strengths and challenges of Woodhall pupils/families; and subject ladders show clear progression in skills and knowledge. Children make good progress in these areas of the curriculum.	Geography: Mrs. Bilenkyj Music: Mr. Hancock Art/DT: Mrs. Cooper Battersby School Governors	DECEMBER 2022: APRIL 2023: JUNE 2023:

<p>ii. Twinkl Phonics Scheme (which school has chosen to use) is embedded across EYFS/KS1.</p>	<p>Our phonics scheme meets the strengths/needs of children at Woodhall and provision is high-quality. EYFS/KS1 phonics teaching is dynamic and engaging, enabling children to make swift progression and meet end of-key-stage targets. School supports parents with understanding phonics.</p>	<p>Class teachers Support staff delivering intervention Senior Leadership Team Subject Link Governor (English)</p>	<p>DECEMBER 2022: APRIL 2023: JUNE 2023:</p>
<p>iii. School further develops use of the Herts for Learning Maths Essentials scheme (post-pandemic adaptation of 21/22). Children take part in regular fluency sessions (in addition to the daily maths lesson).</p>	<p>Woodhall's maths curriculum is extensive and responsive to the needs of each class. Children make good progress in being able to recall key maths facts e.g. number bonds/times tables which then supports learning in other areas of maths. End-of-key-stage/Year 4 multiplication check maths results are equal to or above national.</p>	<p>Maths: Mrs. Fitzgerald Class teachers Senior Leadership Team Subject Link Governor (Maths)</p>	<p>DECEMBER 2022: APRIL 2023: JUNE 2023:</p>

iv. School assessment systems are developed through using our new MIS Arbor.	Senior Leadership Team and teaching staff are able to use new Arbor tracking system to log and analyse progress/attainment across curriculum. This can be used to identify strengths/gaps in learning for each pupil in order to plan support. Subject leaders are able to talk confidently about standards across the school in their subject, including identification of any vulnerable groups, what is in place to support them, and what impact this support is having.	Senior Leadership Team Class teachers School Governors	DECEMBER 2022: APRIL 2023: JUNE 2023:
v. Develop our home-school links so that: <ul style="list-style-type: none"> Parents are familiar with school/classrooms Parents attend subject-based workshops Parents show increased engagement with supporting pupils' learning 	Parents gain increased understanding of the curriculum and feel more confident in supporting home learning. Parents feel confident in attending school-based subject workshops and in approaching school with questions etc. about learning. Parents have an accurate understanding of their child's attainment and progress and understand how they can support their child at home.	Senior Leadership Team Class teachers School Governors (Communication)	DECEMBER 2022: APRIL 2023: JUNE 2023:
PRIORITY 2: Subject Leadership.			
i. School subject leaders share updates/provide training in their subject area.	Staff are updated with latest developments/best practice in subject area, resulting in improved teaching & learning and greater pupil engagement/enthusiasm for subject.	Subject leaders: English: Senior Leadership Team Phonics: Maths: Mrs. Fitzgerald PE: Mrs. Wilde History: Mr. Hancock	DECEMBER 2022: APRIL 2023: JUNE 2023:

		Computing: Mr. Rubeck MfL: Mrs. Bioldul Science: Mrs. Cooper Battersby PSHE: Mrs. Roby Art: Mrs. Cooper Battersby DT: Mrs. Cooper Battersby Music: Mr. Hancock RE: Senior Leadership Team Geography: Mrs. Bilenkyj Curricular governors	
ii. Subject leaders produce action plans and subject Self-Evaluation Forms (SEFs) based upon evidence from their monitoring of each subject.	Subject leaders know what the progress and attainment is like in their subject from EYFS to Year 6 and use this to identify precise next steps in developing their subject. School has a consistent and rigorous approach to subject leadership enabling smooth succession of leaders as appropriate.	Subject leaders: English: Senior Leadership Team Phonics: Maths: Mrs. Fitzgerald PE: Mrs. Wilde History: Mr. Hancock Computing: Mr. Rubeck MfL: Mrs. Bioldul Science: Mrs. Cooper Battersby PSHE: Mrs. Roby Art: Mrs. Cooper Battersby DT: Mrs. Cooper Battersby Music: Mr. Hancock RE: Senior Leadership Team Geography: Mrs. Bilenkyj Curricular governors	DECEMBER 2022: APRIL 2023: JUNE 2023:

iii. Subject leaders communicate regularly with their subject link governor and provide them with a clear and accurate understanding of where the school sits in relation to that subject.	School governors know about strengths/challenges/standards in each subject.	School Governors (Curriculum) Subject leaders	DECEMBER 2022: APRIL 2023: JUNE 2023:
PRIORITY 3: SEND Provision.			
i. Establish and embed new Woodhall SEND Inclusion Team (SENCo, INCo) as part of ROWAN (Reach Out Well-Being and Nurture) provision at Woodhall.	Support for parents dealing with SEND provision/processes is enhanced through our new Woodhall Inclusion Team leading a multi-agency approach (See website links xxx). Existing provision for children with complex needs is extended with increased school capacity to move through EHCP process. Parents of children with complex needs who feel unable to engage with 'form-filling' aspect of EHCP process continue to be fully supported by Inclusion Team (with capacity to support more parents).	Mrs. Raithatha Miss Jones Mrs. Payne Caroline Vine Lott (School Family Worker) School Governor (SEND)	DECEMBER 2022: APRIL 2023: JUNE 2023:

PRIORITY 4: Governing Body. 2022-2023 FGB MEETINGS: 20.10.22/15.12.22/2.2.23/23.3.23/18.5.23/6.7.23			
OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	
i. School Governor have an annual training plan in place.	Governor training links in with school priorities; governors gain insight and understanding in order to have a greater impact upon moving the school forward. Training plan links in as appropriate with other school planning for improvement e.g. Monitoring & Assessment.	School Governor (Training)	DECEMBER 2022: APRIL 2023: JUNE 2023:
ii. Governor roles and responsibilities are reviewed for the new academic year (and in light of school priorities)	Governors are covering all core functions. Through 'working parties' governors are able to drive forward school priorities and impact school development. Governors carry out monitoring activities and can report upon these with accuracy and confidence.	See list at end of document	DECEMBER 2022: APRIL 2023: JUNE 2023:

iii. Governors have a clear and accurate understanding of school data 2022 and the actions being taken in 2022/2023 as a result.	Governors know about school standards (including that of vulnerable groups), actions around assessment school has taken, impact of these actions, school priorities and next steps.	All School Governors	DECEMBER 2022: APRIL 2023: JUNE 2023:
iv. Governors have a thorough understanding of their 'link subject': rationale for the subject curriculum, standards across the school, strengths and areas for development.	Governors are able to talk confidently about their allocated subject/s, including how the curriculum has been developed and why; progress across the school (including that of vulnerable groups) and next steps in further development.	Subject leaders School Governors (subject links)	DECEMBER 2022: APRIL 2023: JUNE 2023:
Priority 5: Staff Well-being			
i. Staff feedback around well-being is collated and analysed by the Senior Leadership Team; findings used to form staff well-being calendar.	Staff are enabled to identify areas in which they feel that increased training is needed. Strengths of staff team are capitalised upon, sharing good practice with team for improvement of all. Planned events support/promote staff well-being and enable good work/life balance.	Mrs. Roby Senior Leadership Team School Governor (staff well-being)	DECEMBER 2022: APRIL 2023: JUNE 2023:
PRIORITY 6: Monitoring & Evaluation			
OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	

i. Teaching/support staff: performance management targets are clearly linked to school priorities.	Staff have a voice in their performance management and are proactive in reviewing last year's objectives and discussing new ones. Staff take ownership of career progression and can identify strengths and areas for development.	All teaching staff School Governors (Finance)	DECEMBER 2022: APRIL 2023: JUNE 2023:
ii. School monitoring cycle – including Headteacher's performance management observations/subject leader observations/SLT drop-ins – evidence improvement in teaching & learning.	Pupils' books demonstrate clear progression. Pupil voice indicates enjoyment of and engagement in subject. Greater % of pupils achieve age-appropriate attainment/greater depth standard and demonstrate good progress.	Miss Lake Senior Leadership Team Teaching staff School Governors	DECEMBER 2022: APRIL 2023: JUNE 2023:
PRIORITY 7: Links with the Local Community and Beyond.			
OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	
i. Woodhall School continues to be outward-looking, engaged with the local community and with a clear understanding of being a community school; the strengths/needs of the local community and its impact upon pupils/families. (See also Equality Objectives 2022-2025, https://woodhall.herts.sch.uk/wp-content/uploads/2022/07/equality-policy-and-objectives-2022-2025.pdf)	Our school curriculum builds upon the strengths and needs of our learners. Visitors from the local community foster aspiration, social/emotional well-being and familiarity amongst pupils. School is well-regarded in local community. Families are supported through school pursuing community links (e.g. Ascend). Children understand importance of community and know that they have a voice within it. Through community links (e.g. local police) DSLs are updated about local issues. Information is cascaded as appropriate to staff enabling a robust approach to safeguarding throughout the school.	Miss Lake Senior Leadership Team Class teachers	DECEMBER 2022: APRIL 2023: JUNE 2023:

LEADERSHIP & MANAGEMENT OBJECTIVES 2023-2024 (UPDATES TO BE ADDED IN REVIEW)

- All subjects fully developed with annual curriculum review built in (meeting needs of current cohorts) Annual review to include subject lead/link governor/pupils/parents.
- Further development of subject leader network – beyond local area.
- Programme of CPD for any new subject leads in place.
- Embedding of tracking system for foundation subjects (through Arbor MIS)
- Establish pupil subject link groups (e.g. History leads)
- Analyse 22/23 data for trends/identify & implement actions arising.
- Embed or develop use of Arbor MIS for all teachers.
- Investigate use of school as SEND flagship for other mainstream schools.
- Governors have succession plan in place.
- Establish staff well-being working party (rather than just SLT leading).
- Embed partnership/links with Bluebell pre-school.

B. QUALITY OF EDUCATION (TEACHING/LEARNING/ASSESSMENT/OUTCOMES)**PRIORITY 1: High-Quality Teaching & Learning.**

OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
-----------	------------------	----------------	---------------------------------

i. Assessment for Learning strategies will be further developed to ensure that any gaps in learning are identified and addressed swiftly.	As a result of teachers precision in identifying strengths/needs of pupils, children make good progress through the curriculum. Where objectives have not been achieved (despite targeted teaching), this informs future planning.	Senior Leadership Team Class teachers	DECEMBER 2022: APRIL 2023: JUNE 2023:
ii. Share examples of good/outstanding teaching practice in core and non-core subject areas.	School uses its own teachers to showcase good practice across the curriculum.	Senior Leadership Team Class teachers	DECEMBER 2022: APRIL 2023: JUNE 2023:
iii. Woodhall will develop working with other schools to enable the re-building of networks post-pandemic (particularly but not exclusively with local one-form entry schools)	Teachers can network with colleagues within the same year group or leading the same subject, which strengthens their own practice and well-being.	Miss Lake	DECEMBER 2022: APRIL 2023: JUNE 2023:
iv. Teachers have a comprehensive understanding of the progress/attainment of vulnerable groups (1) in their class (2) in the subject that they lead.	School staff can identify children in 'established' vulnerable categories: Disadvantaged/EAL/SEND as well as those in vulnerable groups specific to Woodhall e.g. boys in EYFS. Teachers use Assessment for Learning and other strategies to ensure that teaching is targeted and focused to enable these children to make good progress across the curriculum.	Senior Leadership Team Class teachers	DECEMBER 2022: APRIL 2023: JUNE 2023:
v. Each class has a greater proportion of pupils targeted for, or working at, a greater depth standard in reading/writing/maths.	Children attaining a Greater Development Standard in Year 2 SATs maintain this standard throughout Key Stage 2. Teachers identify pupils working at age-related standards in Reading/Writing/Maths who could reach a Greater Development Standard	Senior Leadership Team Class teachers	DECEMBER 2022: APRIL 2023: JUNE 2023:

	by the end of their year group with targeted teaching and other intervention.		
PRIORITY 2: Progress & Attainment.			
i. Any gaps in attainment between school & national averages at key assessment points will be decreased: GLD, Year 1 phonics screening, Year 2 SATs, Year 6 SATs. Attain national average or above at Year 4 times table screening.	Rigorous tracking of feedback/follow-up through school monitoring cycle.	Senior Leadership Team Class teachers	DECEMBER 2022: APRIL 2023: JUNE 2023:
<u>QUALITY OF EDUCATION OBJECTIVES 2023-2024 (UPDATES TO BE ADDED IN REVIEW)</u> <ul style="list-style-type: none"> Pupils increase ownership of learning through establishment of pupil subject link groups (e.g. History leads) 			
C. PERSONAL DEVELOPMENT, BEHAVIOUR & ATTITUDES AND WELFARE			
PRIORITY 1: Pupils'/Stakeholders' PSHE/SEMH Needs (beyond the pandemic).			

OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
i. Continue to refine Woodhall's programme of enrichment – with a focus on opportunities to develop pupils' aspiration and broaden diversity (see also Equality Objectives 2022-2025)	Pupils can talk confidently about their aspirations for the future and express enthusiasm for enrichment experiences. Pupils recognise the skills they have gained from taking part in enrichment opportunities.	Senior Leadership Team Subject leaders/class teachers School Governors	DECEMBER 2022: APRIL 2023: JUNE 2023:
ii. School will continue to develop children's opportunities for leadership, collaborative working and understanding of their voice impacting school life and effecting visible change. Sports' leaders Sports' council House group leaders Play buddies	Pupils talk with enthusiasm about working across year groups and recognise the skills gained from this. School community is strengthened. All pupils have a voice in school decisions via School Parliament. Pupils gain understanding of skills needed to be a good leader.	Senior Leadership Team PE lead Mrs. Wilde/Sports' Apprentice Coach Chloe Class teachers School Governors	DECEMBER 2022: APRIL 2023: JUNE 2023:
iii. Health – physical and mental – is a whole school focus for the year.	Pupils demonstrate a clear understanding of the importance of having good physical health and the impact of positive mental well-being upon health. Pupils understand what is meant by a 'healthy diet'. Pupils take ownership (at an age-appropriate level) of their own fitness and mental well-being and can track their own progress in different ways. The number of parents taking part in health-related workshops at school increases. Evidence proves that there has been a positive impact on health e.g. lunchboxes. Organisations from the local community are involved where possible.	All school staff School Governors	DECEMBER 2022: APRIL 2023: JUNE 2023:

iv. School will promote the diversity of modern Britain that both reflects Woodhall children and their families in curriculum, enrichment and resources.	<p>Pupils have a well-informed, age-appropriate understanding of what racism is and how to tackle it. Displays in school visibly celebrate multiculturalism. All families feel valued at Woodhall.</p> <p>Children can see themselves and their lives reflected in books at Woodhall. Diversity is reflected in display.</p>	<p>All staff</p> <p>School Governors</p>	<p>DECEMBER 2022:</p> <p>APRIL 2023:</p> <p>JUNE 2023:</p>
PRIORITY 2: Pupils' Attendance.			

<p>i. School will support parents to understanding why good attendance is crucial and the impact of absence upon their child's learning and social well-being.</p> <p>Review/introduce attendance rewards.</p>	<p>School complies with national legislation around school attendanc. Where attendance is below expectation, appropriate steps will be taken and/or discussed with Hertfordshire Attendance Officer. Parents will be offered support where appropriate in order to improve child's attendance. Pupils can articulate why school attendance is so important.</p> <p>Attendance reaches average of 96%.</p>	<p>Woodhall Attendance Team School Governors</p>	<p><i>DECEMBER 2022:</i></p> <p><i>APRIL 2023:</i></p> <p><i>JUNE 2023:</i></p>
--	---	--	--

PERSONAL DEVELOPMENT; BEHAVIOUR & ATTITUDES; WELFARE OBJECTIVES 2023-2024 (UPDATES TO BE ADDED IN REVIEW)

- See also Equality Statement objectives.
- Enrichment calendar reflects a changing local area and supports children's understanding that they have a voice in shaping the future of their local area.
- Embed healthy lifestyles objectives – aim for Gold Games Mark.
- Parents have active voice/role in school life relating to personal development.

E. EARLY YEARS (see also whole school objectives that include EYFS)

PRIORITY 1: LEADERSHIP & MANAGEMENT

OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
i.School will continue to Develop and improve systems and procedures in the Early Years Foundation Stage (in light of merged unit)	Provision meets the safeguarding and welfare, learning and development requirements of the EYFS. Pupils make good progress as a result of meaningful interactions, sharply-focused evaluations/accurate identification of next steps in learning.	All EYFS staff School Governor (EYFS)	DECEMBER 2022: APRIL 2023: JUNE 2023:

PRIORITY 2: QUALITY OF EDUCATION (TEACHING/LEARNING/ASSESSMENT/OUTCOMES)

OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
i. Continue to develop strategies for high-quality play.	Observations indicate that staff model correct vocabulary and sentence structure and sustained shared thinking through interacting with children in play.	EYFS Team Senior Leadership Team	DECEMBER 2022: APRIL 2023: JUNE 2023:
ii. Continue to enhance provision through the learning environment.	Pupils use resources without direction and are fully engaged, including sandpit. Adults' role becomes prompting rather than directing. Provision for CIL is structured for independent use.	Miss Lake Mrs. Roby Miss Jones EYFS staff	DECEMBER 2022: APRIL 2023: JUNE 2023:

PRIORITY 3: PERSONAL DEVELOPMENT, BEHAVIOUR & ATTITUDES AND WELFARE

OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
-----------	------------------	----------------	---------------------------------

i. Increase parental engagement in child's learning.	Parents feel part of the learning process and are fully aware of child's attainment and progress. Parents understand the importance of supporting learning at home. Parents understand how learning in Nursery/Reception sets foundations for Key Stage 1/2.	Miss Lake Mrs. Roby Miss Jones EYFS staff	DECEMBER 2022: APRIL 2023: JUNE 2023:
---	--	--	--

EARLY YEARS OBJECTIVES 2023-2024 (UPDATES TO BE ADDED IN REVIEW)

- Further development of learning environment through applying for funding opportunities/grants.
- Review curriculum to ensure that it remains bespoke for the strengths/needs of Woodhall learners.

F. SCHOOL PREMISES/FINANCE

PRIORITY 1: Long-term Financial Stability

OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
i. Maintain a balanced budget for 22/23 and future years.	Herts. Finance Monitoring RAG rating remains orange/green. Improved forecast for Years 2/3. (2023/24; 2024/25)	Miss Lake School Governors (finance)	DECEMBER 2022: APRIL 2023: JUNE 2023:

ii. A working party of governors/staff/invited others (e.g. parents) to plan and instigate a new marketing strategy for Woodhall.	School has consistent positive presence in local community and beyond. Potential new families are considered and targeted. Pupil numbers increase.	School Governors (Marketing)	DECEMBER 2022: APRIL 2023: JUNE 2023:
PRIORITY 2: School Building/Future Developments			
OBJECTIVE	SUCCESS CRITERIA	RESPONSIBILITY	PROGRESS MADE AGAINST OBJECTIVE
i. School Building & Grounds work plan is reviewed and updated as appropriate. Advice sought from external professionals should pupil numbers continue to decrease (in terms of building use and maintenance) See also Equality Objectives 2022-2025.	There is a long-term plan for the school; improvements are planned. Accessibility is prioritised. Funding opportunities explored resulting in less impact on school budget.	School Governors (Building & Grounds) Miss Lake	DECEMBER 2022: APRIL 2023: JUNE 2023:
ii. Health & safety induction (staff).	All staff receive health & safety input as part of the induction process. Health & safety procedures are reviewed for existing staff as necessary e.g. fire extinguishers/working at height.	School Governors (Health & Safety) Miss Lake	DECEMBER 2022: APRIL 2023: JUNE 2023:
<u>SCHOOL PREMISES/FINANCE OBJECTIVES 2023-2024 (UPDATES TO BE ADDED IN REVIEW)</u>			
<ul style="list-style-type: none"> Continue to consider ways in which to increase numbers of pupils on roll. Embed regular marketing opportunities. 			

GOVERNING BODY ROLES/RESPONSIBILITIES 2022/2023

NAME	GOVS	STAFF	REPORTING
ONGOING WORKING PARTIES			
Policies	NJ	N/A	As per policy cycle
GDPR	EM	ML/SF	Spring 2
Arts Curriculum (PSHE/Art/Music/PE)	DD/GD	See subject leaders list below	Autumn 2/Spring 2/Summer 2
STEM Curriculum (Science/DT/Maths/Computing)	GM/ER		
Humanities Curriculum (History/Geography/RE/MFL)	EM/NC		
English Curriculum	DD/GD	ML/ECB	Autumn 2/Spring 2/Summer 2
Funding (bids)	As appropriate	ML	Report to finance working party
Communication with parents/staff (termly governors' newsletter/governor vacancies/thank yous etc)	NC	ML	Autumn 1/Spring 1/Summer 1
Equity	ER	N/A	Autumn 1/Summer 2
Finance	GD/ER	ML	Autumn 2/Spring 2/Summer 1 Summer 2
Health & Safety	EM/DD	ML/PF	Spring 1
Building & Grounds	GD/NJ	ML/PF	Spring 1
EYFS	GM	ML/ER/NJ	Autumn 1/Spring 1/Summer 1
Governor Induction	NJ	ER	As appropriate
Governor training	NC	N/A	FGB Standing Agenda Item
Marketing	ER (+various governors/others as appropriate)	ML	Autumn 2/Spring 2/Summer 2
SINGLE TASK WORKING PARTIES: NOT AT PRESENT			
NAMED ROLES			

Attendance	GM	ECB	Termly
Safeguarding inc. CLA	DD/NC	ML	Termly (in addition to Head)
SEND	GM	SR/NJ	Termly
Pupil Premium	EM	ML	Termly