



Duke of Norfolk CE Primary School

Governor Monitoring and Evaluation Plan Academic Year 2025/26

1.0 INTRODUCTION

- 1.1 This document is designed to support governors fulfil the responsibilities of strategic leaders of our school and ensuring that every child gets the best possible education.
- 1.2 This document sets out how the governing body for Duke of Norfolk C of E Primary School will effectively fulfil its core strategic functions. In implementing this plan, governors will:
- Work in partnership with the school leadership team and staff.
 - Provide supportive and constructive challenge.
 - Have due regard to staff and governor wellbeing.

2.0 GOVERNING BODY CORE FUNCTIONS

- 2.1 Governing boards are the strategic leaders of our school and have a vital role to play in making sure every child gets the best possible education.
- 2.2 Our governing board has a strong focus on 3 core strategic functions:
- Ensuring clarity of vision, ethos and strategic direction (through the School Improvement Plan).
 - Holding the headteacher to account for the educational performance of the school and its pupils, and the effective and efficient performance management of staff.
 - Overseeing the financial performance of the school and making sure its money is spent well, including the Pupil Premium.

- 2.3 Our governing board will work in partnership with the headteacher and school staff. Having received guidance from the headteacher as the lead professional, governors make decisions that:
- Focus on raising standards of achievement, establishing high expectations and promoting effective teaching and learning, so that pupils achieve their potential.
 - Focus on what they want the school to achieve (the vision) and make plans to get there.
 - Ensure that all those who have an interest in the success of the school contribute when the values and aims are being agreed.
 - Ensure 'safeguarding is always a priority.
 - Ensure 'best value' for money.

- 2.4 Our responsibilities include:
- **Vision and values:** determining the mission, values and long-term ambitious vision for the school, and working with senior leaders on a strategy for achieving it.
 - **Safeguarding:** ensuring policies and procedures are in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.
 - **Standards:** promoting high standards of achievement.
 - **Policies:** deciding how, in broad strategic terms, the school should be run.
 - **Special Educational Needs and Disability:** ensuring pupils are supported and achieve their potential.
 - **Curriculum:** ensuring breadth and balance (including learning outside the school).
 - **Finance:** approving and monitoring the school's budget.
 - **Staffing and Appointing staff:** above an agreed level, usually the senior leadership team, though a governor will be involved in recruitment panels for all teaching roles at our school.
 - **Headteacher appraisal:** including appointing an external advisor.
 - **Pupil discipline and staff conduct:** ensuring policies are in place.
 - **Risk management:** ensuring robust procedures are in place and that risk control measures are appropriate and effective.
 - **Communication:** ensuring that parents, pupils, staff and the wider community are involved, consulted and informed as appropriate.

- 2.5 The operational running of the school and associated operational decisions are out of scope of the governing board and are the responsibility of the Headteacher.

3.0 WORKING TOGETHER AS AN EFFECTIVE GOVERNING BODY

- 3.1 This section outlines how we will work together as an effective governing body under the following:

- Instrument of Government
- Contributing to the governing body
- Monitoring and evaluating school performance
 - Data
 - Link Governors and Governor Visits

Instrument of Government

- 3.2 The number of governors in each school is set out in the school's Instrument of Government. Total number of governors is 14 and shall consist of:
- 4 parent governors.
 - 1 LA governor.

- 1 staff governor.
- 1 headteacher.
- 2 foundation governors
- 5 co-opted governors.

3.3 The term of office of all governors is 4 years.

3.4 Currently there are no committee structures in place.

3.5 Further information on their role, responsibilities and objectives included in **Appendix 1**.

3.6 The governing body has a clerk to support meetings and provide expertise on governance procedures.

3.7 Governor vacancies will be filled swiftly to maintain capacity.

3.8 All new governors will complete an induction plan.

3.9 The governing body will ensure governors have the relevant capacity and capability to undertake their role.

3.10 Governors will complete a skills audit annually to identify any skills gaps. New governors will complete a skills audit as part of their induction.

3.11 The governing body will undertake a self-evaluation (annually) to reflect on their effectiveness.

3.12 Governor assigned roles (link governors, committee chairs) will be assigned appropriately based on the skills and experience of governors.

3.13 A governor training plan will be in place including:

- DCC governor induction (for new governors)
- Course for new and prospective Chairs (Chair and Deputy Chair)
- Safeguarding training (annual)
- Reading 'Keeping Children Safe in Education' (annual)
- Safer recruitment training (Chair and Deputy Chair, those participating in a recruitment panel)
- Prevent training (bi-annual)
- GDPR training (bi-annual)

Contribution to the governing body

3.14 Governors should ensure that they are making a positive and meaningful contribution to the governing body by:

- attending meetings, reading papers and preparing questions for senior leaders in advance.
- establishing and maintaining professional relationships with senior leaders and colleagues on the board.
- getting to know the school, including visiting the school occasionally during school hours.

- undertaking induction training and developing knowledge and skills on an ongoing basis.

3.14 Therefore, governors should be regularly asking:

Leadership and Management
<ul style="list-style-type: none"> • What is our vision for the school and is this shared by all stakeholders and evident in all we do? • What issues does the school face? What are the school's strengths and weaknesses? How do we know these? How are the weaknesses being addressed? • What are the key priorities for the coming year? Are there clearly mapped out as areas for improvement in our School Improvement Plan? • Is the school website up to date and fulfilling statutory requirements? • What is the curriculum intent? Can senior leaders explain this? • Have all governors read at least part one of the latest Keeping Children Safe in Education document and signed to show this has been read? • Is pupil premium funding appropriately allocated and what is its impact? • Is the sports funding appropriately allocated and what is its impact? • Has staff performance management taken place and is that effectively monitored? How is underperformance addressed? • How do we challenge school leaders? What probing questions do we ask about pupil outcomes, assessment arrangements, safeguarding etc? Are these clearly identified in governor meeting minutes? • How are our finances managed? • How are staff recruited and who has undertaken safer recruitment training? • What are the strengths and weaknesses of the governing board and how can the weaknesses be addressed? • Is governor and staff training up to date?

Quality of Education
<ul style="list-style-type: none"> • Is the overall culture of the school one of high expectations for all? • What do we know about the broad curriculum ambitions, vision, content and planning 'curriculum intent'? • How does the curriculum ensure pupils are developing their knowledge and are ready for their next stage of learning? • How is the curriculum sequenced so pupils are developing their long-term memory? • What are the main barriers to learning in school? For example, lack of specialist teaching, inadequate accommodation, tight budget, challenging pupil intake, limited parental aspirations • What is the quality of education like throughout the school? How do we know? • What does assessment look like in our school? Is it making a positive difference to progress? • What is the impact of CPD on the quality of curriculum, teaching and learning? • How are teachers supported to be the best they can be?

Behaviour and Attitudes
<ul style="list-style-type: none"> • Is there a safe, calm, orderly and positive environment in the school? How do you know? • Is the overall culture of the school one of high expectations for pupil behaviour, welfare and safety? • Is attendance in line with or above the national figure? • What is the policy for reducing absence particularly persistence absence and what is the impact of this policy in improving attendance?

- Are there any gaps between the attendance of all pupils and groups of pupils? If there are, how is the school addressing this?
- Has the school made any fixed term or permanent exclusions and why? Is the number of these very low? If high, why is this?
- Does the single central register meet statutory requirements and is it up to date? Does a named governor regularly check and sign this and is this minuted at governor meetings?
- What are the child protection procedures and are these appropriate?
- Are health and safety procedures in place and regularly monitored and by whom?
- How do governors check on site security?

Personal Development

- How does the school promote inclusion and equality of opportunity?
- How does the school promote British Values?
- How does the school develop pupils' understanding of healthy lifestyles, online safety and future career choices?
- How does the school promote pupils' spiritual, moral, social and cultural development?

Impact of external funding

- What percentage of pupils are eligible for Pupil Premium? Are there differences between year groups? Do you know what other vulnerable groups these pupils fit into?
- How does the progress of disadvantaged pupils compare to non-Pupil Premium across the school and compared to the national picture?
- What does in-school tracking tell us about the attainment and progress of disadvantaged pupils across the school? How does this compare to non-Pupil Premium and how does this compare to other pupils nationally?
- Is the school diminishing the difference? Are disadvantaged pupils making at least good progress?
- How are governors holding the school to account for the way in which funding is spent? In what ways is the funding being spent? Why is it being spent in this way? Was research undertaken before deciding to use the funding in this way?
- Is there evidence that interventions (including boosters) are effectively supplementing good quality teaching and having an impact?
- Overall, are initiatives and interventions for pupils in receipt of Pupil Premium having an impact? How do you know?
- What staff CPD activities have been undertaken to raise the achievement of disadvantaged pupils and has it had an impact?
- Has the school any Pupil Premium case studies which could be used to demonstrate impact and exemplify best practice?
- Is reporting on the school website in line with School Information Regulations?
- Has an evaluation taken place of the Pupil Premium strategy statement? What has been the impact of the funding we have received this year?

Monitoring and evaluating school performance

3.15 Governors must monitor the priorities that have been set to ensure progress is being made by:

- measuring the school's impact and progress towards its strategic objectives
- ensuring the required policies and procedures are in place and the school is operating effectively in line with these policies
- evaluating relevant data and feedback provided by school leaders and external reporting on all aspects of school performance

- asking challenging questions of school leaders in order to hold them to account
- holding the headteacher to account for standards, financial probity and compliance with agreed policies
- visiting the school to monitor implementation of the strategy and reporting back to the board
- ensuring that there are policies and procedures in place to deal with complaints effectively

3.16 The Full Governing Board meets 6 times per year where governors will receive a headteacher report (a written report at least once per term) and review progress against the school improvement plan.

Data

3.17 Governors will have access to, and review, school data including school performance, achievement and attainment tables, and in-house tracking and analysis of pupil progress, and local benchmarking data.

3.18 At a minimum, governors will have access to the following:

For EYFS:	<ul style="list-style-type: none"> • Attainment on entry • The percentage of children achieving a good level of development (GLD)
For Year 1:	<ul style="list-style-type: none"> • % of children meeting the expected standard in phonics
For KS1:	<ul style="list-style-type: none"> • % of whole of KS1 meeting the expected standard in phonics (Y1 & Y2) • % of children working at, above and below age-related expectation in reading, writing, maths and EGPaS, as well as the proportion working at greater depth. • Attendance • Disadvantaged pupils' outcomes compared with other pupils
For KS2:	<ul style="list-style-type: none"> • % children working at or above age-related expectation in reading, writing, maths, EGPaS and the combined measure of Re, Wr, Ma, as well as the proportion working at greater depth in these subjects. • Progress measures from KS1-KS2 for reading, writing and mathematics • Attendance • Disadvantaged pupils' outcomes compared with other pupils

Link Governors

3.19 Link governors take the lead on an area of their governing board's responsibilities or to help monitor a specific improvement priority.

3.20 A link governor is a member of the governing board identified to oversee a specific aspect of the work of the school, providing support and constructive challenge, and reporting back to the governing board. They will liaise with the relevant subject lead within school and agree a suitable time for a link governor visit.

3.21 The link governors and staff leads are set out in **Appendix 3**.

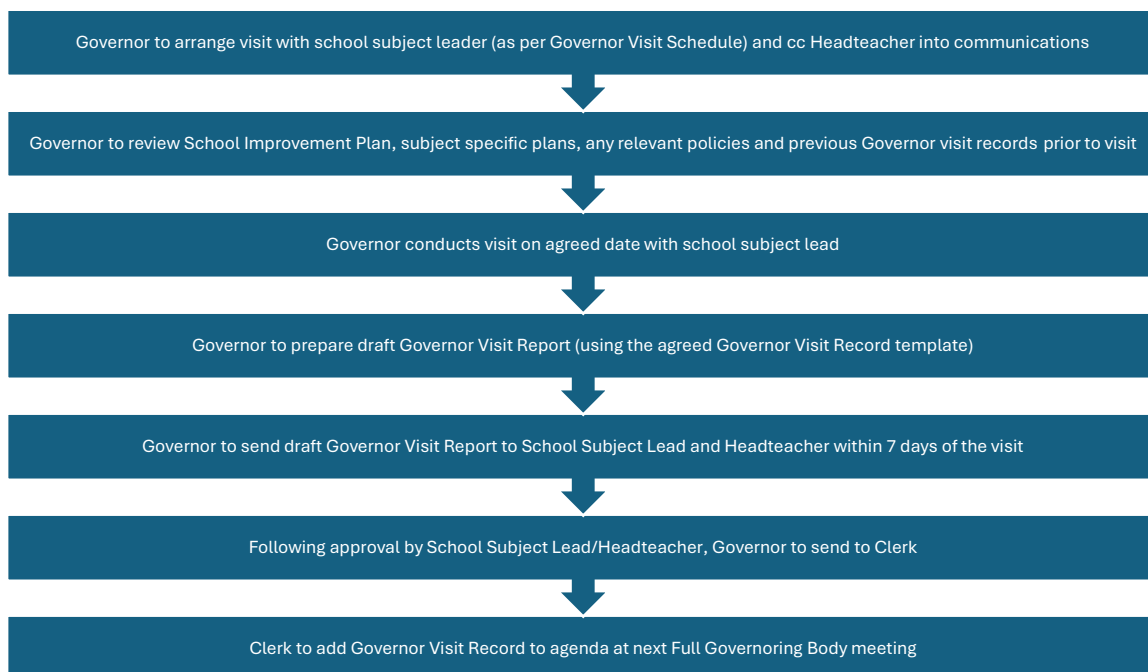
Governor Visits

3.22 The aims of the link governor visits are:

- To enable governors to develop a greater understanding of the way the school operates.
- To enable governors to become better informed about the school.
- The build-up of good relationships between governors and staff and pupils.
- To contribute to the governing board's monitoring role.

- 3.23 All visits will be part of a planned programme linked to the School Improvement Plan, and the purpose and scope of each visit will be agreed in advance.
- 3.24 Link governors will undertake 2 visits with school per academic year not in the same term, to liaise with their respective school subject lead and discuss plans and progress in the specific area, linked to the action plan for that area and the School Improvement Plan.
- 3.25 Governors who have children that are in the school agree not to visit the classes or look at the work of their own children.
- 3.26 Before the visit:
- The headteacher and teachers will promote governor visits as valuable and positive.
 - Governors will negotiate a mutually convenient time with the headteacher or other appropriate member of staff.
 - The headteacher is free to change the arrangements if necessary, including postponing the visit. Confidentiality will be adhered to.
 - The children will be informed of who the visitor is and what they can expect them to do.
 - Each visit will start with a meeting with the headteacher or designated senior leader to ensure any last minute changes to the arrangements are discussed.
 - Agree level of participation by governor/s during school visits, especially visits to classrooms and involvement with pupils.
 - The school will provide visiting governors with relevant information before the visit.
 - The School Visit pro-forma will have the 'Purpose of Visit' and 'Links to the School Improvement Plan' sections completed in advance – **see Appendix 2.**

3.27 Governor Visits will therefore follow this flow chart:



- 3.28 During a visit, Link Governors will:
- Be punctual and dress appropriately, first impressions are important.

- Not lose sight of the purpose of the visit.
- Be courteous and friendly: avoid being critical.
- As an observer listening is important; talking too much will have a negative impact.
- Observe discreetly, take minimal notes so pupils and teachers remain relaxed.
- Ask questions, but sparingly, so as not to distract teachers or pupils.
- Get involved with activities if you are invited but otherwise remain neutral.
- Never comment to the teacher concerned on the conduct of the lesson or on individual pupils unless there is an immediate safeguarding concern.
- Thank staff and pupils at the end of the visit.

Governor Visits Schedule

- 3.29 Visits should take place in line with the schedule set out in **Appendix 4**, unless agreement is sought from the subject leader to take place during an alternative term.

Visits

- 3.30 In addition, Governors will be represented at school events where possible to strengthen links with staff, pupils and parents, and see the school 'in action'.
- 3.31 Class assemblies take place in the Autumns and Spring Term and governors are encouraged to attend.

Finance

- 3.32 Governors will scrutinise and approve the budget to ensure the school's money is spent well, including the pupil premium.

Surveys

- 3.33 Staff, pupil and parent surveys will be undertaken at least annually to understand what is going well, identify areas for discussion and monitor progress. The themes from these surveys will be shared with governors.

Appendix 1 – Governor Roles and Responsibilities

Types of Governor

- **Parent Governors** are elected by other parents at the school. Subject to disqualifications, any parent which includes a person with parental responsibility, or carer, of a registered pupil at the school at the time of the election is eligible to stand for election as a parent governor. Parent governors may continue to hold office until the end of their term of office even if their child leaves the school.
- **Staff Governors** (including teaching and support staff) who, at the time of the election, are employed by either the governing board or the local authority to work at the school under a contract of employment, are eligible to be staff governors.
- The **Headteacher** is a member of the governing board by virtue of their office.
- **Local Authority Governors** are nominated by the Local Authority but appointed by the governing board. The local authority can nominate any person who is eligible to be a local authority governor, but it is for the governing board to decide whether their nominee has the skills required to contribute to the effective governance and success of the school and meets any other eligibility criteria they have set. Local authorities should therefore make every effort to understand the governing board's requirements and identify and nominate suitable candidates.
- **Foundation Governors** are either appointed or take the role by virtue of an office that they hold. Where appointed, the appointment is made by the person identified in the Instrument of Government (usually the school's foundation board, church or an organization other than a local authority). A foundation governor is someone who, in the opinion of the person entitled to appoint them, has the skills to contribute to the effective governance and success of the school. Partnership Governors are appointed by the governing board. Individuals are only eligible to be nominated as a partnership governor if the person nominating them believes that they have the skills needed to contribute to the effective governance and success of the school.
- **Co-opted Governors** are appointed by the governing board. They are people who in the opinion of the governing board have the skills required to contribute to the effective governance and success of the school.
- **Associate Members** are appointed by the governing board to serve on one or more governing board committees. They may also attend full governing board meetings. They are not governors, and therefore do not have a vote in governing board decisions, but may be given a vote on decisions made by committees to which they are appointed.

Chair of Governors

The role of Chair of Governors is to provide leadership to the governing board, ensuring that it fulfils its functions well, and to work closely with the headteacher to support, advise and help shape proposals to be discussed at board meetings, ensuring the focus is strategic.

Leading governance

- ensure the board and headteacher have a shared vision and sense of purpose
- ensure the board sets a clear vision and strategy for the school
- lead the board in monitoring the implementation of the strategy
- set the culture of the board, balancing and valuing the support and challenge responsibilities, the generative and fiduciary modes of operation
- ensure the board acts as a team
- where required, represent the governing board in its dealings with external partners and be an advocate for the school

- attend school functions (performances/sports days/prize-giving) as appropriate and encourage other governors to do so

Leading and developing the team

- ensure the board has the required skills and commitment to govern well, and that identified skills gaps are filled
- ensure a diverse team that reflects the communities served with a mix of new and experienced members and a variety of backgrounds
- ensure all members of the board have a thorough understanding of their role and receive appropriate induction and training as required
- encourage the board, and individual board members, to conduct annual self-evaluation (and model this approach to others through a chair's 360 review)
- ensure that board members are involved and feel valued
- carry out a performance review of each board member (or delegate this to the vice chair)
- encourage the development of board members
- model and reinforce the board's agreed code of conduct
- develop a good working relationship with the vice chair, ensuring they are kept fully informed and delegating tasks as appropriate
- ensure that there is a plan for succession for the chair, vice chair and any committee chairs

Working with the headteacher

- build a professional relationship with the headteacher that allows for honest conversations, acting as a sounding board and ensuring there are no surprises at meetings
- meet regularly (normally monthly) with the headteacher
- ensure there are transparent and effective processes for the recruitment and induction of the headteacher
- ensure appropriate governor/trustee involvement in the recruitment of other executive leaders
- ensure all board members concentrate on their strategic role and hold the headteacher to account
- ensure that school leaders provide information that allows the board to fulfil its function
- oversee and participate in the headteacher's appraisal ensuring that appropriate continuing professional development (CPD) is provided
- ensure the workload and wellbeing of executive leaders is considered
- ensure the headteacher provides staff with an understanding of the role of the governing board and acts as link between the two
- play a lead role in any decision to suspend the headteacher (the chair of an academy committee will have a reduced role in this)

Leading improvement

- ensure the board is involved at a strategic level in the trust/school's self-evaluation process and that this feeds into its key priorities
- ensure the board's business is focused on the strategic priorities
- ensure the board has the information it needs to monitor the progress of pupils and consider appropriate actions to improve outcomes
- ensure the board has good knowledge of the school
- ensure there are mechanisms in place to listen to the views of parents, pupils and staff

Leading governing board business

- ensure the governing board appoints a governance professional capable of advising the board on its functions and relevant procedure and that they are appraised and developed
- collaborate with the governance professional to establish effective working procedures and, where relevant, sound committee structures
- work with the governance professional and the lead executive to plan for board meetings, ensuring that agendas focus on the board's key responsibilities and strategic priorities and avoid unnecessary paperwork
- chair meetings effectively, promoting an open culture that allows ideas and discussion to thrive while ensuring clear decisions are reached as quickly as possible
- ensure that decisions taken at the meetings of the governing board are implemented
- ensure that effective arrangements are in place for dealing with complaints made to the governing board under the adopted complaints procedure
- ensure that effective arrangements are in place for dealing with employment matters, (for example, grievance, disciplinary, capability) under the adopted procedures of the school/trust

Link Governor Roles

Link Governor for Safeguarding

The role of the link governor for safeguarding:

- Be the lead governor who understands safeguarding requirements and statutory duties and ensures the school is compliant
- Monitor and support/challenge the work of the Designated Safeguarding Lead (DSL)
- Meet regularly with the DSL and any other relevant staff
- Report back to the governing body about his/her monitoring activities to facilitate scrutiny and impact of the safeguarding work of the school
- Monitor to ensure compliance with statutory duties
- Ensure that safeguarding deficiencies are brought to the governing body
- Ensure that the safeguarding and child protection policy is being followed in practice, and be involved in any policy review
- Report to the governing body so that they can ensure resources are effectively allocated or know where changes might be required
- Ensure that the training programme for staff reflects the needs of the school and statutory requirements
- Ensure that the governing body is kept aware of the safeguarding risks to young people in the school, and of such risks are being managed
- Ensure that safeguarding records are kept securely and in one place
- Ensure that there is appropriate monitoring and tracking in place for vulnerable students
- Ensure that there are appropriate safeguards in place for students placed with Alternative Providers
- Ensure that there is a consistent approach to safeguarding and child protection across the school
- Ensure that the curriculum for safeguarding reflects the risks for the young people in the area
- Ensure that safer recruitment processes are in place
- Ensure that the Single Central Record (SCR) is compliant

'Keeping children safe in education' (DfE, updated Sept 2023)

APPENDIX 2 – School Visit Record

This may be used as part of the evidence of Governors fulfilling their role for the purposes of Ofsted.

Governors do not undertake lesson observations but visit classrooms to understand the working of the school. Feedback must not contain evaluative or judgmental comments about the quality of teaching and learning. This is not the purpose of any visit to school.

Name of Governor:

Date of visit:

Purpose of visit

Previously agreed by the governing body with the Headteacher

Links with the School Improvement Plan

How does the visit relate to a priority in the School Improvement Plan?

Governor comments

e.g. Was the purpose of the visit achieved? What did you learn? How long did the visit last?

Points for clarification

Any key points arising for the governing body

e.g. The way resources are allocated, progress in implementing a key policy.

Action following governing body meeting

Record any action agreed by the governing body with regard to this visit

Signature of Governor:

Date:

Appendix 3 – Link Roles 2025/2026

Subject	Governor	Staff Lead
Literacy (formerly reading, writing and phonics)	Gill Peate	Anna Hargreaves
Maths	Bryn Adams	Matthew Williams
Science & Technology	Daniel Paterson	Science – Anna Clarke D&T – Juliette Romero Computing – Matthew Williams
EYFS	Cilla Hollman	Emma Harvey
PE & Sports Premium	Roger Wilkinson	James English
Social Sciences	Dermot Foster	Geography – Nicole Redican History – Melanie Hampson RE – Yvonne Whitehead and Oliva Cousens PSHE – Sam Maltby
Arts & Humanities	Cilla Hollman	Art – Helen Rochitts Music – Hollie Pitchford-Harrison Modern Foreign Languages – TBC
Health & Safety	Roger Wilkinson	Sophia Barker
SEND	Victoria Friess	Kate Hadfield
Pupil Premium	Victoria Friess	Sam Maltby
Safeguarding	Graham Oakley	Sophia Barker (DSL) Kate Hadfield (Deputy DSL) Emma Harvey (Deputy DSL)
Wellbeing	Revd David Ridley	Olivia Parker
Finance	Ian Corke	Sophia Barker
GDPR	Ian Corke	Sophia Barker
Governor Training & Development	Bryn Adams	The Clerk to Governors

Appendix 4 – Visits Schedule 2025/2026

Autumn Term 2025

Subject	Governor	Staff
Chair/SLT (1/3)	Bryn Adams	Sophia Barker, Kate Hadfield and Emma Harvey
Safeguarding (1/3)	Graham Oakley	Sophia Barker, Kate Hadfield and Emma Harvey
Literacy (1/3)	Gill Peate	Anna Hargreaves
Maths (1/2)	Bryn Adams	Matthew Williams
Science & Technology (1/3)	Daniel Paterson	Anna Clarke (Science)
EYFS (1/2)	Cilla Hollman	Emma Harvey
PE & Sports Premium (1/2)	Roger Wilkinson	James English
Social Sciences (1/3)	Dermot Foster	Yvonne Whitehead and Olivia Cousens (RE) / Sam Maltby (PSHE)
Humanities (1/3)	Cilla Hollman	Helen Rochitts (Art)
Health & Safety (1/2)	Roger Wilkinson	Sophia Barker
SEND (1/2)	Victoria Freiss	Kate Hadfield
Wellbeing (1/2)	Revd David Ridley	Olivia Parker
Finance (1/2)	Ian Corke	Sophia Barker

Spring Term 2026

Subject	Governor	Staff
Chair/SLT (2/3)	Bryn Adams	Sophia Barker, Kate Hadfield and Emma Harvey
Safeguarding (2/3)	Graham Oakley	Sophia Barker, Kate Hadfield and Emma Harvey
Literacy (2/3)	Gill Peate	Anna Hargreaves
Science & Technology (2/3)	Daniel Paterson	Juliette Romero (D&T)
Social Sciences (2/3)	Dermot Foster	Melanie Hampson (History)
Humanities (2/3)	Cilla Hollman	Hollie Pitchford-Harrison (Music)
Pupil Premium (1/2)	Victoria Freiss	Sam Maltby
Wellbeing (1/2)	Revd David Ridley	Olivia Parker
GDPR (1/1)	Ian Corke	Sophia Barker

Summer Term 2026

Subject	Governor	Staff
Chair/SLT (3/3)	Bryn Adams	Sophia Barker, Kate Hadfield and Emma Harvey
Safeguarding (3/3)	Graham Oakley	Sophia Barker, Kate Hadfield and Emma Harvey
Literacy (3/3)	Gill Peate	Anna Hargreaves
Maths (2/2)	Bryn Adams	Matthew Williams
Science & Technology (3/3)	Daniel Paterson	Matthew Williams (Computing)

EYFS (2/2)	Cilla Hollman	Emma Harvey
PE & Sports Premium (2/2)	Roger Wilkinson	James English
Social Sciences (3/3)	Dermot Foster	Nicole Redican (Geography)
Humanities (3/3)	Cilla Hollman	TBC (Modern Foreign Languages)
Health & Safety (2/2)	Roger Wilkinson	Sophia Barker
SEND (2/2)	Victoria Freiss	Kate Hadfield
Pupil Premium (2/2)	Victoria Freiss	Sam Maltby
Wellbeing (2/2)	Revd David Ridley	Olivia Parker
Finance (2/2)	Ian Corke	Sophia Barker