



St Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Governors' Annual Monitoring Plan 2024-2025

All of the targets on the plan are designed to enable the children to become excellent **Global Citizens** of the future. The school will work to **be the very best that we can be** and to show **aspiration for all** through **embracing opportunities** for all. **Spirituality, diversity and safeguarding** are threaded through the plan.

ATTAINMENT: Assessment data shows all year groups in line with or above national averages

Date:	Focus:	Key Outcome:
16/10/24	Attitudes to learning	Year 3 children comment that it is very different in junior school – they feel staff very supportive; appreciated receiving a book when they arrived. Other children talk positively about ELSA, about catch-up teacher and resources used in class to support learning.
12/2/25		

ATTAINMENT (VULNERABLE GROUPS): Children have their barriers to learning identified with strategies in place to overcome these and good progress is made. Assessment data for PP and EAL is in line with or above national for all. SEN data shows all children making progress.

Date:	Focus:	Key Outcome:
16/10/24	Impact of Pupil Premium strategies	School is implementing plan to improve outcomes for PP children (e.g. closer liaison with year leaders; work more closely with parents to improve attendance). As yet no impact has been identified.
7/2/25		



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WELLBEING/SOCIAL SKILLS: Children and staff report good levels of wellbeing when surveyed. Children demonstrate good social skills and as a result restoratives reduce over the year.

Date:	Focus:	Key Outcome:
16/10/24	Impact of the teaching of social skills	Training with staff, discussion at a parents' evening and inputs at whole school worship indicate that some but not all children can remember being taught social skills previously.
12/2/25		

COMMUNITY HUB: St Michael's CE Junior School can evidence being a hub for families to enable all children to have their basic needs met and therefore access their learning. Attendance and parental engagement improves.

Date:	Focus:	Key Outcome:
16/10/24	School's strategies for continuing to improve attendance	School is implementing various strategies (e.g. robust and prompt checking, bespoke leaflets, regular contact with parents; celebrate good attendance with badges)
12/2/25		



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Governing Board Roles and Responsibilities 2024-25		
Governor (Category)	Main Role/Responsibility	Additional Role
1. Alan Jenner, (Local Authority)	Chair of Board, Attainment; Engagement with a focus on the community and safeguarding	Safeguarding Lead, Pay Committee
2. Kevin Davies, (Parent)	Attainment (Vulnerable Groups - EAL, SEND, PP)	Headteacher performance review
3. Rev. Alwyn Pereira, (Ex-Officio Foundation)	Community Hub Christian Distinctiveness	Headteacher performance review
4. Jenny Jones, (Headteacher)	Headteacher	
5. Kevin Walters (Parent Governor)	Attainment (Vulnerable Groups - EAL, SEND, PP)	Pay Committee
6. Gareth Morgan (Co-opted governor)		Chair of Pay Committee Financial Probity
7. Jonathan Porter (Co-opted governor)	Wellbeing and Social Skills;	Health and Safety
8. Nathan Edwards, (Staff)		
9. Rachel Woodhouse (Co-opted governor)	School Business Manager	
10. Stacey Barrington (Co-opted governor)		
Associate Governors		
Fern Bundy, (Deputy Headteacher)	Curriculum, Teaching and Learning,	
Rhiannon Ellis-Davies,	SENCO and Inclusion Manager	