

# Caversham Park Primary School – Governor Strategic Plan 2025–2026

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## 1. Introduction

The Governing Body of Caversham Park Primary School is committed to providing strategic leadership and oversight to ensure that every pupil receives a high-quality education in a safe, inclusive, and nurturing environment.

This plan aligns directly with the school's Development Plan priorities, focusing on:

1. The Quality of Education – Teaching, Curriculum, Achievement & Inclusion
2. Behaviours, Attitudes & Personal Development – Wellbeing of pupils and staff
3. Leadership & Management – School sustainability, community engagement, and strategic partnerships

The plan sets out how governors will support, challenge, and monitor the school's progress over the next academic year.

## 2. Governor Strategic Objectives

SDP Priority	Governor Strategic Objectives	Governor Actions & Monitoring	Success Criteria / Impact Measures	Lead Governor / Committee
Key Priority 1: To continue to embed and refine strategies and resources aimed at increasing pupil outcomes in writing across the school, ensuring that progress and attainment in writing are in line with or above national expectations for all groups of pupils	Ensure leadership actions improve writing attainment and progress for all groups.	Review writing data; (3 x yearly).  Meet English Subject Leader.  Monitor moderation and staff professional development.	Writing attainment meets/exceeds national expectations;  Narrowing gaps for SEND/disadvantaged pupils.	Curriculum Link Governor  Full Governing Body
Key Priority 2: To review the teaching of times table facts to ensure that the current Year 5 cohort meet the expected criteria and that the current Year 4 cohort achieve in line with National and Local averages.	Ensure maths teaching is effective, consistent, and supports pupils in achieving fluency.	Review Y\$ Multiplication Tables Check (MTC) (July 2025) and maths attainment data 3 x yearly.  Observe teaching sessions; Monitor interventions and resources.	Year 4 MTC outcomes meet/exceed national and local averages; Year 5 pupils achieve expected criteria; Increased pupil confidence in maths fluency.	Curriculum Link Governor  Full Governing Body
Key Priority 3: To continue to review / refine and develop our whole school curriculum so that it is well-sequenced, ambitious and accessible for current and future mixed year group classes and to support teacher workload in by streamlining subject leadership and curriculum planning	Ensure the curriculum is coherent, ambitious, manageable, and sustainable.	Review curriculum maps and subject progression plans.  Meet HT / DHT & subject leaders as appropriate.  Monitor impact on pupil learning and teacher workload.	Curriculum is coherent, well-sequenced, and accessible;  Staff workload reduced;  Pupils demonstrate clear progression in knowledge and skills.	Curriculum Link Governor  Full Governing Body

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Key Priority 4: To strengthen pedagogy and practice through a consistent coaching model that supports high-quality teaching and learning across the school	Ensure Staff Professional Development and coaching further develop consistency and quality of teaching.	Meet with DHT to discuss / review coaching programme and staff professional development.  Monitor improvements in teaching and learning outcomes as presented by the Ht & DHT.	Improved teaching consistency across school;  Evidence of positive impact on pupil outcomes;  Staff report increased confidence and professional growth.	Curriculum Link Governor  Full Governing Body
Key Priority 5: To continue provide for high-needs SEND pupils in mainstream mixed-aged classes within limited financial resources & staffing	Ensure SEND provision is high-quality, sustainable, and inclusive.	Meet SENDCo (3 x yearly)  Monitor EHCP implementation;  Review parent and pupil feedback on inclusion.	High-needs pupils make good progress;  Inclusion maintained;  SEND provision remains financially sustainable.	SEND Link Governor  Full Governing Body
Key Priority 6: To continue to ensure the well-being and good mental health of pupils and staff	Ensure the school's pastoral systems and wellbeing initiatives are effective.	Review wellbeing, behaviour, and attendance data;  Meet Senior Mental Health Lead & PSHE Lead;  Review pupil / staff voice surveys;  Monitor interventions and support systems.	Positive pupil and staff wellbeing;  Sustained high attendance and engagement;  Reduction in behaviour incidents and staff absence.	Chair of Governors  Full Governing Body

SDP Priority	Governor Strategic Objectives	Governor Actions & Monitoring	Success Criteria / Impact Measures	Lead Governor / Committee
<p>Key Priority 7: To strengthen sustainability of the school by continuing to develop strategies and initiatives for raising the profile of the school in the surrounding community and for celebrating and sharing the successes and daily life of the school, in order to attract new families / children (in particular to increasing the number of children joining the Reception cohort in the mixed-age Reception–Year 2 class).</p>	<p>Support strategies to increase pupil intake and community engagement.</p>	<p>Review admissions and demographic data;</p> <p>Monitor marketing, outreach, and communication initiatives;</p> <p>Evaluate effectiveness of community engagement events.</p>	<p>Increased applications to Reception and higher overall pupil numbers;</p> <p>Stronger school presence and engagement in the community;</p> <p>Positive feedback from parents and stakeholders.</p>	<p>Full Governing Body</p>
<p>Key Priority 8: To continue to work in partnership with and to actively seek support from Brighter Futures for Children / Reading Borough Council key personnel / services, in order to secure a clear, strategic plan for the vision, aims, direction and long-term sustainability of the school.</p>	<p>Ensure partnerships support school vision, strategy, and long-term sustainability.</p>	<p>Review meetings, reports, and correspondence with LA partners;</p> <p>Monitor any strategic initiatives and action plans;</p> <p>Evaluate long-term impact on school sustainability.</p>	<p>Clear LA strategic plan in place;</p> <p>Strong partnership engagement;</p> <p>Sustainable school operations and finances.</p>	<p>Full Governing Body</p>

### **3. Governance Monitoring and Review**

- Autumn: SDP priorities launch – Meet relevant subject leaders; Review wellbeing data; Evaluate community engagement.
- Spring: Monitor progress; Conduct governor visits, Evaluate CPD and coaching; Review wellbeing; Assess outreach/marketing.
- Summer: Review attainment/progress; Conduct governor visits; Update Strategic Plan; Publish Governance Impact Statement.

### **4. Evaluation and Impact**

Governors will evaluate effectiveness by reviewing pupil progress; evaluating impact on curriculum, teaching, inclusion, and wellbeing; assessing community engagement and partnerships; and publishing an Annual Governance Impact Statement.

### **5. Appendix – Link Governor Reporting Template**

Focus (Linked SDP Priority)

Date / Classes Visited

Staff Met / Evidence Reviewed

Summary of Findings

Strengths Identified

Areas for Development / Questions Raised

Follow-up Actions

Next Visit Date

Reports are submitted to the Clerk to Governors to be uploaded onto Governor Hub prior to termly meetings.