THE GOVERNORS ROLE IN SCHOOL IMPROVEMENT (Paper A) 2022-23

Governors' Core Function	Impact of governor involvement – What <u>improvements</u> have been secured to pupil outcomes, behaviour and safety, leadership and management?

<u>Setting the vision and strategic direction of school</u>
 	
<u>Points for governors to consider</u>
 	
• How do governors ensure that school leaders provide high quality education for all?
  ○ Do all pupils receive a broad and ambitious curriculum offer?
• Does the coverage and breadth of the school's curriculum allow pupils to achieve at least the national expectations in preparation for the next stage of education? How do governors ensure that the vision and curriculum is ambitious and inclusive and has all vulnerable pupils including disadvantaged, and SEND at the heart of learning?
  ○ Do governors know which groups of pupils are vulnerable in school and at risk from underperforming?
  ○ What actions do governors take to monitor the quality of learning for vulnerable pupils?
  ▪ Do vulnerable pupils attainment at least in line with all pupils nationally?
  ▪ What does the attendance and behaviour data tell governors about your vulnerable pupils?
  ○ How are governors regularly monitoring the attainment of disadvantaged pupils compared to their peers and evaluating:
  ▪ The impact of PPG Funding
  ▪ How the school is engaging with the LA funded 'RADY' project – Raising
	<u>Governor training – with Sian Deane 14th Sept</u>
	Governors feedback:
	
	Very detailed and informative training given ensuring all governors uphold their roles and responsibilities effectively.
	
	As a governing body we identified our strengths to be:
	
	• *Holding the headteacher to account.*
	• *Coming into school and linking with subject leads*
	• *Ensuring a full, well rounded curriculum is being taught.*
	These areas for development for NIS were outlined during the training: Improving data for Reception – number who achieve GLD and Year 1 Phonics needs to get back up to our usual level and in fact exceed that given the new expectations from the government. Emma Ordidge, Vice Chair
	
	As a governing body, we wrote an action plan following this training and understanding the school context. As a Governing Body, we feel that our action plan for 2022-23 will support us well in fulfilling our statutory duties as Governors. The training allowed us to develop in depth understanding in differing aspects of School Governance and the Education Inspection Framework.
	
	Fiona Hand, Chair of Governors
	
	<u>Maths Visit – Emma Ordidge 23rd Sept</u>
	Maths governor findings:
	
	• Emma and Sarah discussed the positive outcomes of her use of minute maths on the ipads. Sarah commented that this is really helping her students to develop quick recognition of key number facts. Emma discussed with governors in the FGB meeting, whether it would be viable to purchase more ipads.

Attainment for Disadvantaged Youngers.

- How do school leaders and governors promote a culture of high standards in behaviour and inclusivity?
- How are governors monitoring the workload and well-being of all staff, including the head teacher?

Governors' activity might include work in the following areas:

- Statutory GB powers and duties are met.
- Review the curriculum intent statement with senior and middle leaders to ensure that they demonstrate the school ethos, vison and values.
- Challenge and test the evidence presented by school leaders about the impact of curriculum design on learning, inclusion and engagement of all.
- Review the school development plan, to ensure that targets are SMART, sufficiently ambitious, closely aligned to school priorities and the performance management targets of all staff.
- Review policies/ procedures and risk assessments to ensure that they are up to date and fit for purpose.
- Monitor the impact of measures taken to manage staff health and well-being and workload.
- Governors regularly seek the views of parents and the community for feedback and school takes action where appropriate about:
    - The quality of the curriculum
    - Extra curriculum activities
    - Intervention and support (close gaps and catch-up)
    - Pupils engagement and attitudes to learning

- School website audit and evaluation, ensuring it meets statutory requirements and reflects the profile of parents and pupils.

- Students have come back and settled well into their maths lessons. Last year Sarah implemented a resources area within each classroom in school where students are able to be independent in their learning and go and choose the resource they required. Students have got straight back into this and the resource area is going very well.

Literacy Visit – Kerry Dove 8th Nov

Sham updated on the findings from the SIP visit earlier in the term, and key improvements the school have put in place so far this year. These include:

- SLT support to TA's through a dedicated TLR
- Greater parity with RWI in our reading offer
- RWI training for HLTA's
- Reviewed resources available in all classrooms, and took feedback from class teachers as to what resources would aid them
- Investment in Book Bag Books, which support the class guided reading text
- Changes to the Y1 phonics approach
- Focus on working with staff to improve fluency, and re-reading
- Focus on improving the performance of the current Y1 and Y2 cohorts – in response to the lower than expected Y1 phonics screening results
- Phonics workshop with parents
- Development of a writing genre progression framework

Kerry was able to challenge Sham and asked the following questions:

- **Are staff taking accountability to improve phonics performance?**
  Yes, all Y1 teachers have specific phonics targets in their individual performance plans. Phonics performance is included in the SDP to provide a whole school focus
- **The SIP visit highlighted areas for improvement amongst some of the new teachers. Are staff taking the feedback well? What support is being provided to help them improve?**
  Yes, they have generally taken it well. There is a recognition that they need to get up to speed with our practices and expectations. All staff will observe other class teachers to view good practice, and will have a member of SLT with them during the observation to provide commentary on the practice. Focus of the upcoming Monitoring Review will be the new teachers. Sham will share the report from this Monitoring Review.
- **Do you feel confident that the changes that have been put in place with have a positive impact on the performance of the current Y1 and Y2 cohorts**

Already starting to see improvement in the current Y2 cohort. Teachers have the accountability and additional resources in place. We have made the Y1 phonics practice more practical, and increase repetition. We will continue to monitor closely and take action as required.

Feedback from a parent who had been in the Specialist SEND Resource Provision for 2 weeks.



Just seen this and thought how lovely it is.
Freddie is so happy with you all there and I can't thank you enough already xx

Parent Survey – Autumn 2022

As part of Parents Evening, Governors handed out feedback surveys to parents and carers. The results were very positive with the majority of answers falling in the strongly agree or agree categories. Key areas of improvement identified were wrap around care, after school clubs and more information on what children are learning. A Governor update was issued at the end of Term, including the above summary.

Staff Wellbeing Surveys – Summer 2023

Governors sent a wellbeing survey to staff in school (Teacher, TA, Nursery, Office staff) and then Fiona Hand collated the results. A meeting was held on 21st June to discuss findings with the HT's. Most

	members of staff are happy at school and enjoy their job. They recognise the shared PPA time supports workload, they appreciate us introducing time for the office staff to do photocopying for them and appreciate treats in the staffroom such as Panini Friday and the 'Shout Out' board celebrations. TA's feel well supported by SLT and have found having a TA Lead very valuable. Nursery staff are happy in school and feel well supported as a team and by the EYFS lead, although they still feel a little separate from school. As a result of the surveys, the new HT and chair of governors planned the following changes: Increased leadership time which is in a morning so staff have a longer period of time, a more comfortable work area for PPA sessions, nursery staff using the school staffroom to increase opportunities for all staff to meet, some staff moving roles between school and nursery and trying to ensure events are organised and planned in a more timely manner. *Impact of governors: identify the challenges with workload and understand teachers are under pressure with their work life balance. We gained a greater understanding of systems that have been implemented already to improve workload and planned further changes to support mental health and wellbeing, as well as a better work-life balance for staff.* **Headteacher Recruitment – Summer 2023** Governor's led on the recruitment of a new headteacher including creating the recruitment pack, shortlisting and agreeing the interview tasks and questions. Fiona Hand, Barbara Greatorex and Emma Ordidge sat on the final interview panel, alongside the Local Authority Representative and School Improvement Partner. **Deputy Headteacher Recruitment – Summer 2023** Governor's undertook shortlisting and agreeing the interview tasks and questions. Fiona Hand and Barbara Greatorex sat on the final interview panel, alongside the headteachers and School Improvement Partner. **Assistant Headteacher Recruitment – Summer 2023** Governor's undertook shortlisting and agreeing the interview tasks and questions. Fiona Hand and Kerry Dove sat on the final interview panel, alongside the headteachers and School Improvement Partner.

Holding the head teacher to account for the school's educational performance

Points for governors to consider:

- How have school leaders ensured full attendance in school and positive attitudes to learning from all groups of pupils:
  - Attendance
  - PAs
  - Exclusions
  - Behaviour logs
- How have governors assured themselves that end of year teacher assessment is accurate and that pupils are back on track?
  - How have school leaders demonstrated the accuracy of assessment data?
- How do schools leaders assure governors that any curriculum modifications ensure that all pupils are back on track and continue to have a broad and balanced curriculum?
- Do governors receive regular feedback about how school leaders are effectively tackling gaps in learning?
  - Are governors triangulating this with subject leaders monitoring, external monitoring and views of parents?
- What is the school doing to ensure there has been a secure transition for pupils following the pandemic?
  - Both year to year and key stage to key stage.
- Understand how school is delivering the new RHE/RHSE curriculum.
  - Ensure that school has published a Relationships and Health Education (RHE – Primary Phase) Relationships, Health and Sex Education (RHSE – Secondary Phase) policy and consulted with parents on this.
  - Consider the diversity and needs of the community (in line with Equality Act 2010).

Governors' activity might include work in the following areas:

Headteacher Performance Review – Autumn 2022 – Kerry Dove, Fiona Hand

Impact of our role as Governors

- Reviewed and constructively challenged how the Headteacher had delivered against their objectives and targets for 2021/22 with the Chair of Governors and School Improvement Advisor
- Reviewed, challenged and agreed the Headteachers objectives and targets for 2022/23.

This demonstrates that we are holding the headteacher to account for school performance.

Reading Deep Dive Review – January 2023 – Kerry Dove

Senior leaders provided initial feedback from the Reading Deep Dive. The deep dive covered all year groups, including nursery, alongside focused observations on the bottom 20% pupils. Key initial points included

- Positive atmosphere across the whole of school during the deep dive
- Fluency is a key area for focus
- Opportunities to strengthen the learning environment
- Individual development areas for some staff, mainly new teachers and ECT
- Phonics data is evidencing that our children are progressing

Senior leaders outlined the next steps following the deep dive:

- Summary of highlights and areas for improvement to be produced
- Staff meeting next week to share the above
- Chris and Emma to take forward individual development discussions with identified staff.
- Practice of identified staff to be observed again prior to half-term

The impact of my role as governor:

- *Questioned and challenged the actions in place to improve phonics performance*
- *Questioned and challenged how the learning from the deep dive will be actioned*

Literacy Visit – February 2023 – Kerry Dove

Follow up meeting to see how the actions from the reading deep dive are progressing. SLT delivered high-level feedback to both teachers and TAs, feedback was well received. SLT also delivered the individual feedback, relevant staff appreciated the quick turnaround in feedback and action plans are now in place and being monitored. There is now greater clarify amongst staff concerning fluency. New staff practice and quality is still a risk area, however with the action plans in place, and close monitoring there is confidence that we are mitigating against this risk.

Governor asked for the Literacy Lead's assessment of where we are with delivering the Phonics Action Plan. Good progress, and on track. We have ordered more Red Ditty Books to support EYFS and

• Review the impact of all Catch-up premium spending on improving the outcomes of pupils. Review the school catch-premium plan and timescales into the new academic year. • Analysis of internal data on pupil outcomes. • Visits to the school to monitor the broad and balanced curriculum, children's enjoyment and engagement in learning and the effectiveness of curriculum planning to ensure pupils are meeting their individual targets. • Interviews with teaching staff (including middle/senior leaders) to support the school's view on the effectiveness of the curriculum, workload and well-being • Meet with middle leaders to determine how the curriculum is structured and how it effectively supports pupil progress within each subject • Monitoring of attendance and exclusion data by vulnerable group, including trends over time. • Any challenge and support offered through committee work/ in response to the HT report which has resulted in improvement to provision and outcomes. • Engagement in student voice/feedback.	these have now arrived. Six weekly assessment for Reception has been completed, Year 1 and 2 will be completed in the first week after half-term. During the Curriculum and Outcomes meeting on 30th Nov 2022, governors discussed the catch up funding from last year and the results it had and how we were intending to use it this year. Emma explained that six Y2 pupils have already began pre-school tuition (8.15-8.45 with breakfast included). In the spring term, Twelve Y1 pupils will begin tuition also. All based on phonics.

Ensuring financial resources are well spent
 	
Points for governors to consider:
 	
• Have all spending decisions been made in line with the schools scheme of delegation?
• How governors are assured of the impact of the 'catch up' funding in all year groups?
  ○ Spending was is linked to catch-up priorities
  ○ There was transparency in the way that decisions were made in how funding is spent
• Have governors monitored the impact of PPG spending to support the learning of disadvantaged pupils.
	Personnel and Finance Committee Meeting 11th Nov
	
	Key actions agreed during Committee meeting:
	
	- Lettings policy agreed
	- Change to policy on back to work meetings
	- Agreement to look at all options to support a member of staff
	- Provided scrutiny and oversight of teacher performance management reviews
	
	Curriculum Committee 30th Nov
	
	PPG Strategy review of previous year and new targets set for this year.
	Governors questioned the Deputy Headteacher and Headteacher:

○ Is the spending ensuring that pupils continue to be able to catch-up and meet their end of year targets? • Have governors reviewed the impact of lost income relating directly to the pandemic. **Governors' activity might include work in the following areas:** • Budget setting which demonstrates spending choices made in line with school priorities. • Strategic and reflective budget planning for spending: ○ Pupil Premium Grant ○ School Sports funding ○ Catch-up Premium • Robust evaluation of the impact of spending the above grants to schools with a strong focus on impact on pupil outcomes. • Reviewing the scheme of financial delegation. • Any exploration of 'best value', including benchmarking to compare impact of spending on securing outcomes for children. • Any response to a recent financial audit.	- Jackie challenged on what the mental health grant was being used for. Emma H confirmed it is paid directly to the provider for her Mental Health First Aid qualification. - Chris reported 'that tutoring is going well for the 6 students attending during the autumn term. Emma O challenged how impact is measured and how long the tutoring will be on offer. Chris confirmed the impact is measured by the outcome of the phonics assessment and tutoring will be on offer in the spring term for a new set of students. - Claire Killick visited Newport Infant School and Nursery staff during the summer term to run a meeting regarding PPG, specifically, Equity and Learned Helplessness. Chris reports the meeting was very informative and mentioned PPG to non PPG gap at NIS is smaller than nationally. **Eloise Harrow Link governor for PE meeting with Alison Goddard on 03.01.23 and 18.05.23** **Discussions around spending of school sports funding. Alison had met with head teacher to decide the budget** Impact as governor: 03.01.23 "*I supported Alison in writing the PE budget for the financial year. This will enhance the school through ensuring the children have equipment that matches the PE curriculum and the specified resources needed for GetSet4P.E. It will also ensure that the school funding ensures an effective physical education for the pupils. We discussed the potential of hiring a PE teaching company in the future to further enhance the provision that the pupils are receiving. We also discussed offering the pupils additional sports through after school clubs. "* *18.05.23 –" As seen in the actions of previous meeting, there has been significant impact on PE this year through the development of TAs, the development of the GetSet4PE, purchasing of new equipment for EYFS and developing breaktimes and after school clubs.* *Next, we will develop the provision in the Den and monitor how the breaktime active activities with the playground pals is working. "* **Personnel and Finance Committee Meeting 17th Feb** Impact of governors on strategic direction: *Overseeing financial performance of the organisation and making sure its money is well spent* *Review of the SFVS by Chair of Governors.* *Analysis of the three quotes for the new signing in system* *Challenge about how the ring-fenced funds are being spent to ensure the best outcomes for children and best value for money* *Holding leaders to account for the school's educational performance*

	Full Governing Body Meeting 8th March *Governors discussed the results of the Financial Audit that was carried out by the LA. The areas rated yellow were highlighted to Governors together with the identified actions which were being undertaken to address each. It was noted there were no areas of concern. It was acknowledged that the school business manager had worked really hard to undertake the necessary actions to achieve this successful audit. Governors acknowledged it was significantly better than the previous audit and there was now a better quality of financial management in School and praised the office staff for their work.* **Meeting of the Full Governing Body: 5th May** *Purpose of meeting: To discuss the new leadership structure for the next academic year.* Governors met to decide what the new leadership should be following the recruitment of the Headteacher, and the financial implications of the different options. *Impact : Strategic decisions around staffing and funding implications to provide best value for money, whilst ensuring sufficient leadership for school improvement and performance.* **Personnel and Finance Committee Meeting 24th May** Impact of governors on strategic direction: *Overseeing financial performance of the organisation and making sure its money is well spent* *Challenge about how we made savings to stay in budget whilst ensuring the best outcomes for children and best value for money.* *Making decisions on payments to staff who have worked over and above their job role* *Holding leaders to account for the school's educational performance*
Safeguarding **Points for Governors to consider:** • How do governors know that there is a safeguarding culture in school that facilitates effective arrangements to: **identify** pupils who may need early help or who are at	**Jackie Lewis – Safeguarding Visit 30th Nov** Governor worked with the School Business Manager to talk through the Single Central Record. She explained the systems in place for recruitment and what happens we are recruited, through to staff being employed. Sylvia (SBM) explained that Governors in the Health and Safety Committee had

risk of neglect, abuse, grooming or exploitation; **help** pupils reduce their risk of harm by securing the support they need, or referring them in a timely way to those who have the expertise to help; and **manage** safer recruitment and allegations about adults who may be a risk to pupils?

- How do governors ensure that the school fulfils its statutory duties?
- How do governors know that the school correctly logs, reviews, analyses all its data relating to bullying, racism and homophobic incidents, and takes appropriate action? This includes reporting on IRIS.
- How do governors monitor sexual abuse in school? This includes reviewing data of sexual violence and sexual harassment incidents, understanding pupil and staff voice on the management of sexual abuse and ensuring there is a well-planned curriculum as part of a preventative approach.

Governors' activity might include work in the following areas:

- Safeguarding governor and DSL review the governor and DSL workbook.
- Governors know the outcomes and monitor the actions of the Section 175/157 education-safeguarding audit?
- Regular monitoring of all safeguarding policies, including and in addition to the child protection policy, specifically to ensure they reflect the uniqueness of the school.
- Work with pupils and parents to gather views on safeguarding.
- Monitor DSL, staff and governor training records to ensure training is up to date, covers relevant procedures and the range of safeguarding contexts, including Prevent
- Establish whether there is a culture of detailed analysis of safeguarding concerns?
- Monitor how staff track children missing from education and children who have not returned to school, especially after lockdown.

decided that as a school we would try to update DBS certificates every 10 years (if the budget would allow). This has meant about 8 members of staff have recently been asked to re apply. The information has all been recorded on the SSR and Jackie was shown this.

Chris Pierce made an online safety newsletter this term to highlight some key aspects to parents. We plan to do this termly. Feedback has been good, likewise when we inform parents of potential problems with some games or websites the feedback is also good, and within 24 hours of sending out an email about Roblox, we received this email from a parent:

I just wanted to say thank you for your email regarding the Rainbow Friends on Roblox.
*I have just had a conversation with C***** and discovered he has indeed been watching you tube videos about this and has been speaking to his friends about it in school.*
It just shows how much monitoring they actually need because the only way they can access you tube is in my bedroom. We removed you tube from all TV's and devices after seeing his behaviors change.
But I thought I had it covered having restrictions on my own private TV. He has been using words like he wants to kill himself along with lot of self-hate and anger issues.
Having now watched this because of your email I know see where that has come from.
I really appreciate the heads up as I thought I had done enough, evidently it needs stepping up.
Thanks again and I hope you enjoy some time out X
Kind regards, Mel

Prevent Training – March 2023

Governors attended the mandatory Prevent Training for all staff. This training ensured that staff and Governors had a refresher on the Prevent duties, including an update on the latest risks.

Full Governing Body Meeting 8th March

Governors received a verbal update on the Safeguarding Audit. Fiona Hand had worked with the Headteachers to complete the audit and create an action plan. Last year's safeguarding plan was reviewed during the meeting. The key objectives were highlighted to the Governing Body. It was confirmed that the governors' induction is to be made more rigorous. The activities to meet the action plan were noted.

Impact from Governors:

Governors were satisfied that the audit has been completed and returned to the LA. The chair of governors felt the procedures in place for safeguarding were rigorous and the actions on the plan

• Monitor how staff engage with other services to support children and families, and keep them safe. • Ensure that the school site is safe and secure. • Appropriate arrangements are in place for the management of data with an appropriately qualified Data Protection Officer. • Monitor the arrangements for online safety.	***were small things. Safety is taught well to the children and the use of Super Sue supports children long term memory of the key safety points.*** <u>Health and Safety Committee Meeting – 23rd June</u> Governors received a verbal update on the outcome on the Safeguarding Audit completed by Telford and Wrekin Council. The officer spoke to pupils as part of the audit, and they were able to explain how the school keeps them safe. Feedback from the Council was hugely positive, and the Committee thanked the Headteacher and staff for all their hardwork. No areas for improvement were identified by the Council.