THE GOVERNORS ROLE IN SCHOOL IMPROVEMENT (Paper A) 2023-24

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?
  o 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?
  o Do governors know which groups of pupils are vulnerable in school and at risk from underperforming?
  o 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?
  o 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>Emma Ordidge attended TA meeting on 26th Sept to introduce herself and talk about her role</u>
	
	<u>Eloise Harrow worked with Emily Russell (Deputy Headteacher) PPG Link Governor and PPG lead - 25.09.23</u>
	
	Reason for meeting: to develop and implement the 'adaptive teaching' approach for meeting the needs of all vulnerable learners including PPG, EAL and SEND, supporting teachers in raising the attainment of these disadvantaged learners.
	
	Impact of governor: *'As link governor for PPG alongside being SENCo, I supported Emily in developing the broad and balanced sheets and helping hands resources to support teachers in their adaptive teaching approach for our groups of vulnerable learners. There is a gap between vulnerable pupils' attainment and other pupils attainment so this is a key area for development. We introduced each class with an 'adaptive teaching folder', including approaches to teaching, broad and balanced sheets, APDRs and supportive resources. This will ensure that attainment is high for these groups of learners and that teachers are supported in meeting their needs.*
	
	<u>Emma Ordidge, Link Governor for Behaviour visited school 23rd Oct</u>
	Reason for the visit: To work with the Headteacher to undertake a Behaviour Learning Walk and talk to pupils and staff about behaviour
	
	Impact of governor: *'As the link governor for behaviour it is important I understand how behaviour is in school. I challenged and asked questions to find out about behaviour. I have gathered knowledge of the behaviour systems and the behaviour culture and feel this is good. Our school has created an environment where good conduct is more likely and poor conduct less likely.'*
	
	<u>Jackie Lewis, Link Governor for SEND visited school for a learning walk with Eloise Harrow – 07.11.23</u>
	
	Reason for visit: To do a learning walk with the SENCo to monitor the support in place for SEND pupils in school

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: o The quality of the curriculum o Extra curriculum activities o Intervention and support (close gaps and catch-up) o Pupils engagement and attitudes to learning • School website audit and evaluation, ensuring it meets statutory requirements and reflects the profile of parents and pupils.	Strengths seen: Children encouraged to always be independent (particularly in acorn class with snack time and responding to routines). Staff know the needs of the children and can adapt accordingly. Routines are very clearly in place and support all children with their regulation. RWI structure is supportive of SEND and children know exactly where to get support when needed both from practical resources and an adult. There are clear steps in place before needing adult support. Areas for development: • Continue to develop communication support through visuals in Nursery. • Continue to encourage parental engagement with SEND targets. • Awareness of the balance between SEND and challenging behaviour of academically able children. • Behaviour across school was settled and calm. Governor statement: ***"Sharing the walk with Ellie was a privilege today, and I could see evidence of the school's high quality provision for children with SEND. In classes it was not possible to notice immediately those with difficulties – they were totally integrated into the life of the class, though staff were available and seen delivering individual programmes, occasionally discretely in carefully set up, distraction free corners.*** ***The SENDCO has a clear overview of the needs of the children, from the 2 year old class in Nursery to those pupils in Year 2. The work being undertaken in The Den is clearly impacting on these children, as great progress has been seen in those who attended last year. This facility is impacting on all staff, whose awareness of SEND has risen due to its presence. This can be seen in the clear way in which individual difficulties are noted on the wipe-clean boards evident in each class for those noted to be experiencing difficulty in various group situations. Thank you Ellie, for all your hard work. "***
Holding the head teacher to account for the school's educational performance **Points for governors to consider:**	**Link Governor for Hedgehog Class Emma Ordidge Visited school 14th Sept to attend the Parent's Phonics Workshop**

• How have school leaders ensured full attendance in school and positive attitudes to learning from all groups of pupils:
  o Attendance
  o PAs
  o Exclusions
  o Behaviour logs
• How have governors assured themselves that end of year teacher assessment is accurate and that pupils are back on track?
  o 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?
  o 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?
  o Both year to year and key stage to key stage.
• Understand how school is delivering the new RHE/RHSE curriculum.
  o 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.
  o Consider the diversity and needs of the community (in line with Equality Act 2010).
 	
Governors' activity might include work in the following areas:
• 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.
	Governor watched a parent phonics workshop within Hedgehog class. Mrs Bowen showed parents how phonics is taught in school and gave them excellent strategies to help and support their children when reading at home.
	
	Strengths Identified during visit:
	
	• Building positive relationships with parents.
	• Educating parents on how best to support their children with reading and phonics.
	• Implementing strategies to further improve phonics and reading outcomes for the school.
	
	<u>Headteacher Performance Review – Autumn 2023– Kerry Dove, Emma Ordidge, Jonathan Titmus</u>
	
	Impact of our role as Governors
	
	- Reviewed and constructively challenged how the Headteacher had delivered against their objectives and targets for 2022/23 with the Chair of Governors, 2 governors and the School Improvement Advisor
	- Agreed the Headteachers objectives and targets for 2023/24, ensuring the progress in phonics continues to improve year on year.
	This demonstrates that we are holding the headteacher to account for school performance.
	
	<u>Link Governor for Literacy Kerry Dove visited school 19th Oct to meet with the Literacy Lead</u>
	Reason for the visit: Update on latest changes to New Reading Framework, Update on assessment approach
	
	Impact of governor:
	
	- *Questioned and challenged the Literacy Lead to ensure actions in place improve phonics performance*

• 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.	**30.01.24 – E Harrow attended Attendance Review held by Emma Heeley and Sally Gittins** Impact for governors: Aware of persistent absentees and reasoning behind absences. Governors are aware that attendance is monitored to ensure that children who are not attending school are supported to improve attendance. Sally and Emma work together to plan next steps for each case to ensure attendance improves. Governor questioned the monitoring of vulnerable groups to ensure that there are no patterns occurring.

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.
  ○ Is the spending ensuring that pupils continue to be able to catch-up and meet their end of year targets?
	P&F Committee 16th Oct
	
	Anonymised Teacher appraisal documents were considered and governors made decisions based on evidence provided. Letters were sent to teachers on behalf of the governing body.
	
	Emma Ordidge met with Emma Heeley 6th Nov for regular catch up.
	
	Following discussions around numbers at the FGB meeting, Emma H reported on arrangements for pupil numbers for the current academic as well as Sept 2024 onwards that have now been agreed with School Admissions/School Organisation Team at the Local Authority, in order to support the budget moving forward.

• 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.
	Governors attended Academy Presentations on 18th March
	
	Barbara, Rebecca and Emma O attended some Academy Presentations with the Headteacher. These were held at Newport Junior School for Newport Cluster Schools to attend. The governors shared their fact finding thoughts at full governors.
	
	Barbara Greatorex met with Leaders, Tim Davies (Head of Finance at T&W) and Lis Smith (SDM) on 19th March 2024
	
	Emma H, Emily R, Sylvia and Barbara met with the LA to discuss the difficulties the budget was presenting with the decrease to pupil numbers. Leaders and the governor were challenged on the staffing structure and it was noted that Tim stated that the leaders had done all they could to make cuts within school and with staffing. We challenged the LA in some of their decisions around schools in the area and how they were going to help us, given that we are an infant and nursery school and therefore will have higher support staff costs due to the higher ratios needed for EYFS and High Five at two sites. Talks will continue next academic year when the LA produce a strategy moving forward.

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 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.	**Jackie Lewis – Safeguarding Visit on Single Central Record 9th Oct 23** 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. **Jackie Lewis – Safeguarding visit on SCR 1.7.24 and meeting with HT and SENDCo** Jackie commented in her report *'It was impressive to see Sylvie so much 'on top,' of this complex documentation and I was confident that our Single Central Record is in excellent order and in line with Safer Recruitment and Safeguarding procedures.'*

• 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. • 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.	**<u>Jonathan Titmus, Link Governor for Online Safety visited to meet with Headteacher and Shaun Watkins, our ICT Technician from T&W 16th October</u>** Reason for the visit: To ensure that the school is compliant with KCSIE in terms of filtering and monitoring, and ensure the HT and Link Governor are clear on how we are filtering and monitoring and challenge the technician to ensure it is a robust system. Impact of governor: '*We are confident that our school filtering and monitoring systems are good and meet the requirements of Keeping Children Safe in Education. We understand what is being filtered and blocked and asked for more sites to be blocked for staff also. The HT is receiving monitoring reports on Senso and knows how to log in to check devices as they are being used as required.*' **<u>Jonathan Titmus, Health and Safety Committee Chair attended online session: "Health and Safety: What is a Governor's Role in Health and Safety?" 7th December</u>** Attended session to better understand the role of a Governor when considering, discussing, examining and supporting Health and Safety of both students as well as staff. **<u>Jonathan Titmus, Health and Safety Committee Chair performed Site Security Audit, (Spring 24), with Headteacher 8th March</u>** Reason for the visit: To support and ensure assurance of Site Security as part of the Site Security Audit for Spring 2024. All entry/exit, and possible entry/exit points, were reviewed and found to have proportionate and effective controls in place. Headteacher completed Site Security documentation, reviewed and agreed by Governor. The FGB can take a reasonable level of assurance for site security. The Site Security Audit has been completed and recorded accordingly.